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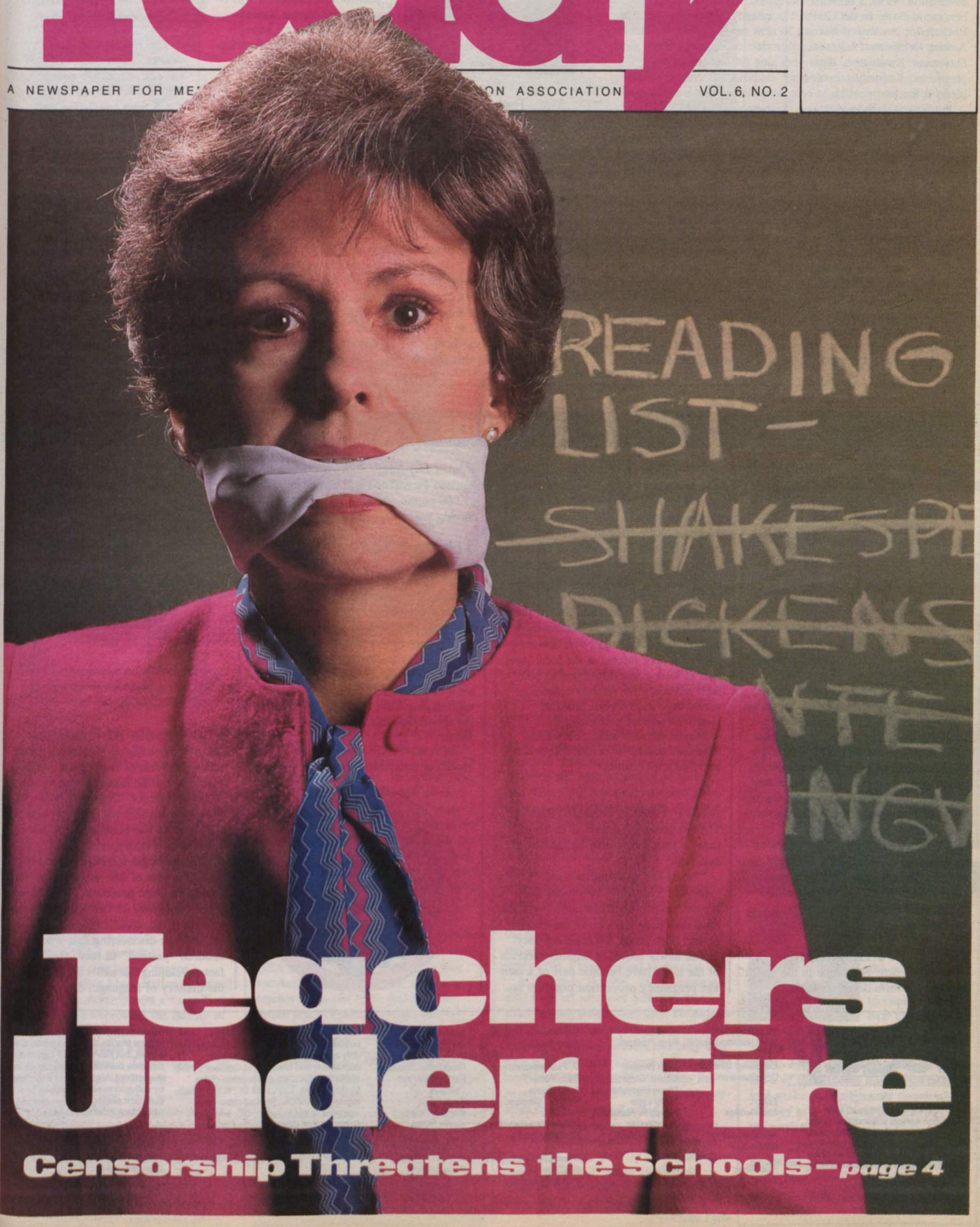
NEA Today

WASHINGTON, D.C. OCTOBER 1987

A NEWSPAPER FOR ME[illegible]ON ASSOCIATION VOL. 6, NO. 2



Teachers Under Fire

Censorship Threatens the Schools – *page 4*

PRESIDENT'S VIEWPOINT

Let Us Speak As One

I have been trying to recall the last pre-Presidential-election year in which neither the Republican nor the Democratic party could point to a candidate with a firm lock on the nomination. 1959, I remember, came close. In the GOP, Rockefeller challenged Nixon. Among Democrats, Johnson, Stevenson, Symington, Humphrey, and Kennedy scrambled for the lead position.

But by comparison with 1987, 1959 was predictable, short on drama, orderly. This year, the pundits are confounded. And you and I may well be witness to a once-in-a-century phenomenon, a year in which we discover anew that the statement "every vote counts" is not a hollow platitude but a hallowed principle.

For this reason, NEA is determined to ensure that our Presidential endorsement process is educational rather than ceremonial, that it fosters the thoughtful reflection that looks past images to issues, beneath surface to substance.

I want to be absolutely sure, as I struggle to determine which candidate will best serve the interests of America's children, that I have listened long and listened intently to your convictions. For never has any Presidential election carried greater meaning for our profession.

NEA has crafted a strategy to ensure that I will indeed hear your voice. I'd like to explain that strategy.

Following this summer's NEA Representative Assembly, I invited all announced and potential Presidential candidates—both Republican and Democratic—to answer a questionnaire on critical education issues. The responses we received are printed in the center of this issue (*see pp. 13-16*).

Then, in August, I interviewed in our NEA TV studio *all* candidates wishing to

Joe Di Dio

NEA President
Mary Hatwood Futrell

speak directly to our members. These videos will be available for your viewing at the open hearings that local Associations are holding now through October 28. Your reactions will be forwarded to my office. And your reactions will count.

I urge you to attend the hearing in your area, to make your mark on the deliberations that will lead to my Presidential endorsement recommendation, this December 3, to the 67-member NEA-PAC Council. The Council will then vote on whether to make an endorsement recommendation to the NEA Board of Directors.

Should you accept my challenge, you're in for a rare treat. For you will see proof positive that education will be among the pivotal issues—perhaps the central issue—throughout the 1988 Presidential campaign.

The candidates I met have—without exception—devoted studious attention to our Association's legislative agenda. This year's Presidential aspirants understand that the 1988 run for the White House passes through the schoolhouse.

I now know that the candidates seeking to become our nation's 41st President have no doubts that the American people seek a national leader who understands that our schools need real federal support, not railing federal reports. The people seek a candidate who knows the difference between educational policies that energize democracy and educational policies that enervate democracy.

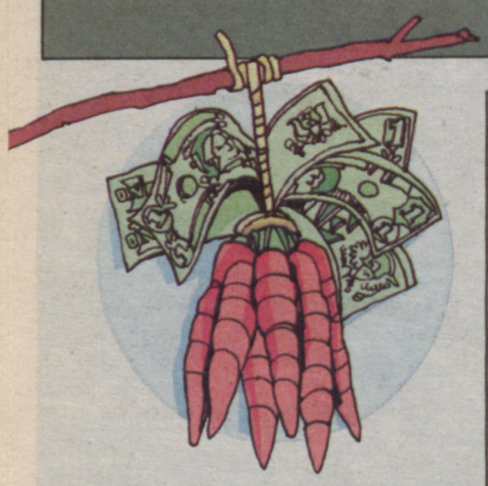
Of course, I am not naive. I am sure that every White House aspirant will have a standard speech expressing the credo that America's highest aspirations depend on the quality of American public education.

This rhetorical consensus defines our responsibility. We must be perceptive enough to distinguish between those who speak from conviction and those who speak from ambition. We must detect the voice of integrity. We must determine who has what it takes to get the job done.

This is our challenge. And this is our chance. That is why I am turning to you—my friends, my colleagues.

I am already feeling the weight of the responsibility I carry in our Presidential endorsement process. To meet that responsibility effectively, I need your insight. I need your help. □

TRENDS



Phi Beta Kappa-tal

ACB might just prove to be the incentive students need to master the ABCs, according to one of the latest education reform tomes, *Public and Private High Schools: The Impact of Communities.*

*A*cquiring *C*onsiderable *B*ucks is the motivation the authors, James C. Coleman and Thomas Hoffer, prescribe to spur children to study harder.

The authors claim that if students or their parents received cash payments for academic achievement, students would be goaded to learn readin', 'ritin' and 'rithmetic by their desire to own records, Reeboks, and Ray-Bans.

Premature Impatience

Excellence costs. No theme in the entire education reform debate is further beyond dispute. And yet, for the first time in several years, the nation's lawmakers have failed to grant school funding the top spot in their list of fiscal priorities. According to a poll conducted by the National Conference of State Legislatures, tax reform has replaced education as the number one item on state budgetary agendas.

A few fits of frustration may explain the shifting priorities. A number of lawmakers expressed anger over the slow pace of school reform at the local level. And at least a few threatened to end their advocacy for education funding unless they were shown proof of improved student performance.

Maybe the new education reform emphasis should be on the theme that *excellence takes time.*

Move Over, Madonna

The sex-soaked lyrics of so much of today's rock music may be igniting a backlash.

"When We're Together" and "Restrain Yourself," two tunes that topped the pop charts in Latin America, have now been released in the United States. Both songs celebrate celibacy.

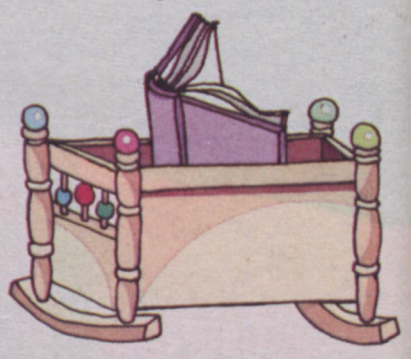
The newly recorded English versions of the tunes have become part of a teenage pregnancy prevention program coordinated by Johns Hopkins University. Planned Parenthood will distribute 19,000 copies of the songs during the coming year.

Taking It to the Max

Max Headroom, TV's computer-generated, motor-mouthed teen idol, hasn't won any fans among participants in the National Stuttering Project, a self-help group for stutterers.

Theodore Emery, a speech therapist who attended the Project's recent annual convention, believes that Max's creators set a bad example for young people by encouraging them to stutter and treating the speech impediment as a humorous matter.

An ABC-TV spokesperson says Max's speech is programmed as a computer glitch. Maybe the network would like to try that explanation on young children who become objects of ridicule because of their stuttering.



The Cradle of Literacy

Children as young as 18 months create their own forms of reading and writing that appear to be imitation run amok. But new evidence suggests that much more sophisticated cognitive processes are at work. The scribbles of toddlers are signs of "emergent literacy."

Children begin learning to read in their first year of life, asserts William Teale, associate professor of education at the University of Texas at San Antonio. And, adds Teale, more and more teachers are discovering that when young children "pretend" to read, they're in fact developing the skills that underlie the mastery of language. □

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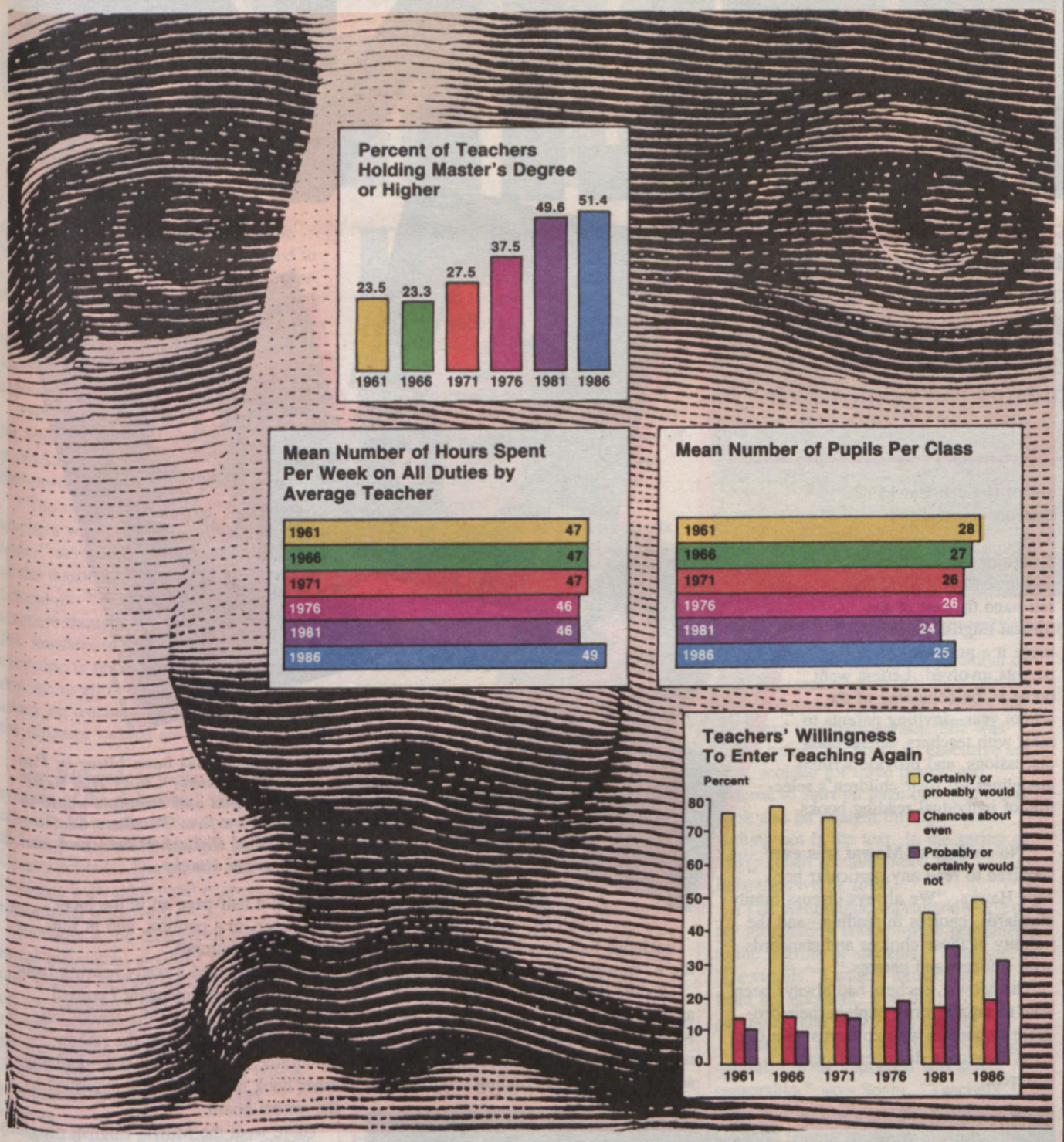
STATISTICS

Here's Lookin' at YOU, Teacher!



The American public school teacher is better educated, works harder, and puts in more hours than ever before.

This description is not just public relations rhetoric. It's the product of a rigorous survey of 1,291 American teachers recently conducted by NEA.

The complete survey results appear in the latest edition of *Status of the American Public School Teacher, 1985-86.* NEA Research has taken this statistical snapshot of the nation's teachers every five years since 1956.

The newest survey reveals some fascinating—and heartening—data. Today, for the first time in history, a majority of teachers—51.4 percent to be exact—have a master's or higher degree.

NEA President Mary Hatwood Futrell calls this new development a "significant stride" toward improving the quality of teaching. "We've come a long way since 1961, when less than a quarter of all teachers had earned a degree beyond the bachelor's," observes Futrell.

Teachers, the new NEA survey also reveals, are spending an increasing number of hours on teaching-related duties. The average teacher spends 49 hours a week helping students learn—the highest weekly average in the 30-year history of the NEA poll. Over the course of the school year, these extra hours beyond the standard 40-hour workweek add up to more than eight extra weeks of work.

Along with extra hours seem to go extra students. The average class size, the survey reports, hovers near the 25-pupil mark. But this figure doesn't tell the whole story. Four in 10 of America's teachers report classrooms with 25 to 35 students or more. Incredibly, the survey found that 6.8 percent of elementary classrooms have 35 or more students. In 1976, only 2 percent of elementary teachers had classes this large.

The story is similar at the secondary level, where some 11.6 percent of teachers have classes of 35 or more students, up from a 6.4 percent low in 1981.

While class sizes are up, the number of minority teachers is down. The new NEA survey documents the declining numbers of Black men and women in teacher ranks. In 1986, Blacks comprised just 6.9 percent of the teaching profession, compared to 7.8 percent in the 1970s. All other racial minorities combined now comprise only 3.4 percent of the nation's teaching force.

Warns NEA President Futrell: "By 1990, if present trends continue, minorities will make up about a third of all students and only 5 percent of all teachers. This trend toward fewer and fewer minority teachers threatens to deny minority students the positive role models they need to succeed in school."

Among the survey's other key findings:

► Some 17 percent of the teachers polled report teaching outside their field of college preparation at least some of the time, suggesting that the number of misassigned teachers may be on the rise again after a brief period of decline.

► Teachers in 1986, with a mean annual contract salary of $24,504, had more buying power than their colleagues in 1961, who earned a mean salary of $5,264. If teacher salaries had only kept pace with inflation, average salary would have been about $19,256 in 1986. Between 1960-61 and 1970-71, teacher salaries rose more rapidly than the consumer price index. During the next 10 years, teachers lost considerable buying power, since the CPI rose faster than their salaries did. From 1980-81 to 1985-86, teacher salaries again increased more rapidly than the CPI.

—Vicky Lytle

Want the Whole Report?

Status of the American Public School Teacher, 1985-86, a 218-page report, is available from your UniServ director or state Association, or from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516. The price is $7.50 for NEA members, $18.95 for nonmembers (stock no. 3122-9-10-D).

News Beat

● **Education for the elderly** not only helps senior citizens, it also pays off in terms of greater community support for public schools, argued a panel of experts at a recent congressional forum. The experts told members of the House Select Committee on Aging that educational programs help the elderly overcome loneliness, plan for retirement, and—especially in the case of divorced or widowed women and unemployed workers—enter or reenter the workforce. And, the experts said, when education is targeted to them, the elderly will vote for school bonds and tax increases for education.

● A new **California poll** proves what NEA has been saying all along: people are willing to pay for better schools. The survey asked Californians if they wanted their state's $1.1 billion surplus returned to them in the form of a tax rebate, or if they preferred that the money be spent to improve schools. A substantial majority of those polled said they would pass up the rebate to help develop better schools. They also rejected the idea of returning the surplus through a short-term sales tax reduction.

● Meanwhile the latest annual nationwide **Gallup poll** conducted for *Phi Delta Kappan* magazine has found that, despite seven years of all-out efforts, the Reagan Administration has failed to convince Americans that the federal government should turn its back on the schools. For example, 72 percent of those polled believe the federal government ought to provide funds for college scholarships and for research in teaching methods and curriculum development. Almost 78 percent say the federal government should fund programs to deal with important nationwide educational problems, and about 80 percent feel it's the federal government's responsibility to promote school programs to help solve social problems such as poverty and unequal opportunities for minorities, women, and the handicapped.

WELL PUT!

Bachrach

"Today the nation again looks to the educational system as a key to coping with new challenges. In an age of specialization, are we preparing persons with the perspective to look beyond the recommendations of the experts and technicians and make the judgments required of citizens in a free, self-governing nation?"

—New York University President John Brademas, former member of Congress and author of major federal education aid laws, in his new book The Politics of Education.

COVER STORY

BATTLING

In a Florida city and a Montana small town, self-appointed censors are attacking students' freedom to read, to think, to question. These censors aren't acting alone—they're part of a nationwide move to dictate which books public school students can read, which ideas they can discuss.

The censorship battle has been bitter in Panama City, Fla. TV reporter Cindy Hill (left) had her car sabotoged and attempts made to set her apartment on fire. Teachers Gloria Pipkin (center) and ReLeah Hawks endured demeaning personal attacks.

It took teachers in Panama City, Fla., six years to build a nationally acclaimed English program. It took censors there one year to destroy it.

In the course of that year three teachers at Mowat Middle School received death threats and obscene phone calls. A local TV reporter's car was sabotaged, and two attempts were made to set her apartment on fire. An entire community was polarized—its schools paralyzed.

Lolo, Mont., lies a continent away from Panama City, but its school, too, has been under siege. The specifics are as different as the two communities. But the issues, the small groups of citizens intent on eradicating "humanism" from the schools, and the effects are the same.

What happened in Lolo and Panama City is not unique to these two communities. It's part of a nationwide attack on public education—an attempt by small groups of citizens to impose their version of "truth" on the schools.

In Panama City and Lolo, NEA members are organizing their communities and fighting back against the censors. What follows is the story of their struggles.

The controversy in Panama City started with books. Mowat Middle School's English curriculum was based on books. Students there were reading. They were writing. They were enthused.

And they were excelling. Mowat students walked off with all the top prizes in the annual Bay County writing contest. After three years in the program, the school's ninth graders tested at the 12th grade level in reading comprehension, vocabulary, language expression, and grammar on the California Achievement Test.

"It was Camelot," says Alyne Farrell. "We were so proud of our students—and ourselves. We were constantly working—discussing ideas, books, students' progress."

"We spent every waking hour—and some we should have been sleeping—developing and refining this program," chuckles Gloria Pipkin. "It was a wonderful, exciting time."

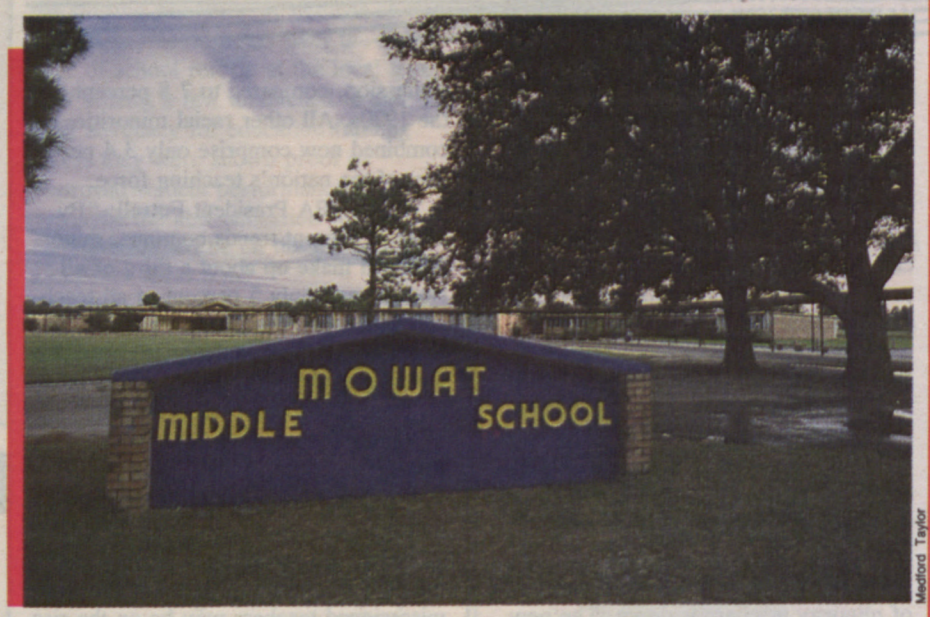
But some people in Panama City didn't like what was going on in Mowat's English classrooms. Some of the books Mowat students were reading contained profanities—and "dangerous" ideas.

The trouble in Panama City, a community of 125,000 in the Florida Panhandle, started when the parents of one of ReLeah Hawks' students objected to a book.

Hawks foresaw no problem. She, Pipkin, Farrell—and the rest of the Mowat English teachers—made it a practice to keep parents involved. Letters went home at the beginning of the school year—inviting parents to meet with teachers, attend class discussions, and provide written guidelines for their children's selection of individual reading books.

"No student at Mowat was ever required to read any particular book," says Hawks. "We always discuss family standards, choices in reading—and the validity of those choices and standards—with students and parents."

The Mowat teachers had always been able to satisfactorily explain their program to parents with concerns. But this case, they soon discovered, was different.



Mowat's English department is the center of the Panama City controversy.

In the spring of 1986, ReLeah Hawks sent parents a letter about Robert Cormier's *I Am the Cheese*, a critically acclaimed young adult novel her seventh grade classes were scheduled to read. Ninety-one parents gave permission for their children to read *Cheese*—four families said no.

Among the four were Claudia and Robert Shumaker. They weren't only concerned that their daughter not read *Cheese*—they didn't want any students to read the book.

Mowat teachers like *Cheese* because it's well written and its use of four simultaneous plot lines pushes kids to think. The Shumakers don't like it because it includes four four-letter words—and it's a "morbid and depressing" book.

Claudia Shumaker filed a complaint against *Cheese* and another novel used at Mowat. Superintendent Leonard Hall removed the books from all Bay County schools pending the finding of a review committee composed of administrators, teachers, and community members. The committee judged *Cheese* first—and recommended its continued use.

Enter Charles Collins—Claudia Shumaker's father and a wealthy Panama City developer. Collins doesn't like *Cheese*. He doesn't like a lot of the "trashy" and "obscene" books Mowat students were reading. He thinks English teachers should stick to grammar and the classics. He thinks "humanist" teachers were poisoning student minds.

Collins attacked Mowat's books at school board meetings, in a letter to the parents of each of Mowat's 1,600 students, in a half-page ad in the local newspaper, in a petition, and in fundamentalist churches.

Collins received a ready hearing from Bay County superintendent Leonard Hall. Hall waited until the school year ended. Then, overruling the review committee, he banned *Cheese*—and any other book not specifically approved by the school board.

There went the Mowat English program.

Things began heating up in the summer of 1986. The community chose sides. Rancorous school board meetings—jammed with supporters and defenders of the teachers and books—lasted long into the night. Mowat teachers were publicly vilified. Late at night, they received obscene and threatening phone calls. Students wore black armbands mourning their banned books.

In October, TV reporter Cindy Hill, who was covering the controversy, was besieged with phone calls. She was called a "communist," an "atheist," the "daughter of Satan." Two attempts were made to set her apartment on fire. Twice someone tampered with her car.

In November, Pipkin received the death threat in her mailbox at school. Opening with a Biblical quotation, it concluded:

"...you all shall DIE.

"One by one.

"Hill, Hawks, Farrell, Pipkin."

The teachers were frightened—and began to wonder if it was time to give up the fight. They were under personal attack, their superintendent berated them in front of students, the school board was bowing to the dictates of a vocal and organized minority—and the English program they'd worked so hard to build was in shambles.

Under a newly adopted materials selection policy, each of the hundreds of books that lined the walls of Mowat's

COVER STORY

CENSORS

English classrooms would have to be individually written up and submitted to a cumbersome approval process. Under this policy, Superintendent Hall, in May 1987, banned 64 books—including works by Shakespeare, Dickens, Emily Bronte, Hemingway—from the Bay County schools.

The mass book-banning was too much for even the Bay County school board—it reinstated the books a week later. But the unworkable selection policy remains.

"The new policy penalizes creative teachers who use more than the standard texts," says Leorita Pacheco, president of the Association of Bay County Educators. "At the beginning, many teachers thought this was a problem of a few teachers in one school. I think everyone is now coming to understand that we're all in this together, that it's an attack on teachers' professionalism—and the ultimate victims are our students."

Ann Richards is indignant. "This is tyranny of the righteous," she says. "A minority of people in the community are dictating what will be taught in the Bay County schools. The school board tries to please both sides—and exercises no educational leadership."

Richards is the director of instructional innovation at Gulf Coast Community College in Panama City. She served on the committee that reviewed *I Am the Cheese*. Her daughter went through the Mowat English program. Richards doesn't want to see that kind of education banned from the Bay County schools.

"What's scary is that national groups are behind what's happening in Panama City," she says. "The language and tactics are those of Phyllis Schlafly and her Eagle Forum and other New Right political and religious groups.

Related stories elsewhere in this issue: "Human Rights," page 6, and "You and the Law," page 12.

"We're all against filth in the classroom," Richards continues. "This fight isn't about a few profanities in a few books. It's about ideas—about teaching children to think."

The fight in Panama City is far from over. This summer, the Bay County Association insisted that the new materials selection policy be part of its contract negotiations. Community groups are organizing in defense of the right of *all* parents to have a say in their children's education. Forty-four parents, teachers, and students have filed suit in federal court charging the school system with violating their constitutional rights by banning books from Bay County classrooms. Courageous Association members are prepared to be the best teachers they can—and risk the consequences.

"I'm in this to the bitter end," says Gloria Pipkin. "I believe in the U.S. Constitution and the First Amendment. And I plan to stay here until they tell me they don't care about good teaching in the Bay County schools."

Lolo is a community of 2,000 people nestled in the Bitterroot Mountains on the Montana-Idaho border. Its one school of 530 students covers kindergarten through eighth grade.

Richard Heath was appointed superintendent of Lolo School in the summer of 1985. Shortly after classes began in the fall, a group of parents met with him to complain that Lolo's reading program didn't place enough emphasis on phonics.

"Every administrator gets complaints about school programs," says second grade teacher Linda Schnelle. "But instead of standing up for the Lolo program—and teachers—Heath invited the complainers to take over the school."

Lolo teachers were in the midst of recommending a new reading series and were leaning toward a new Houghton-Mifflin series. The parent group wanted an intensive phonics program.

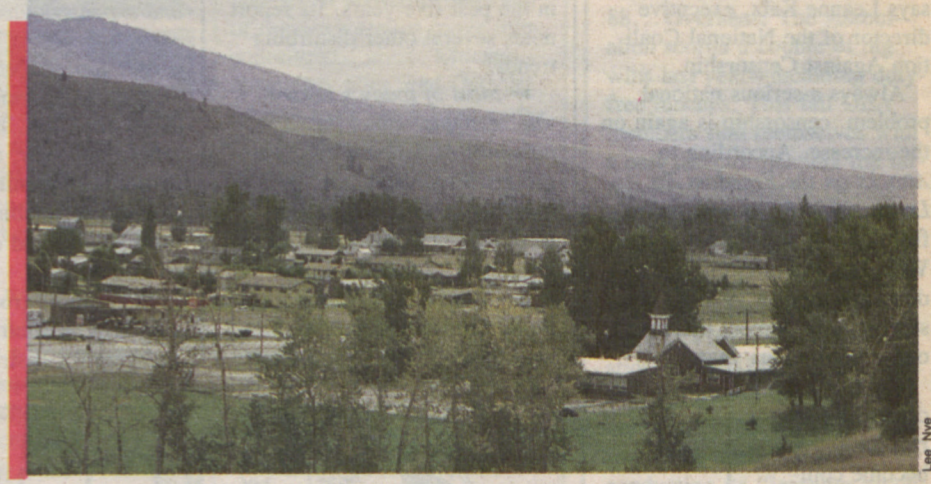
Schnelle still gets angry. "I teach phonics," she declares. "I always have. It's one skill, one tool, children need to read. It is *not* a panacea."

The teachers and three members of the parent group—two of whom send their own children to private school—couldn't agree. They recommended different reading series. In May 1986, the board followed the parents' wishes.

From that time through the 1986-87 school year, disorder reigned at Lolo School. A group of parents roamed the school at will. "You'd glance into the hall," recalls middle school language arts teacher Jean Belangie-Nye, "and there would be a parent taking notes.

"There were only one to two dozen parents involved," she adds. "But they were organized—and persistent."

The board met almost weekly—packed, emotional meetings running late into the night. "They had two board members on their side," says Lolo Education Association President Beth Sonju, "and they wore down the other three."



Lee Nye

Lolo, a small Montana community, was polarized by the fight over its school.

Jean Belangie-Nye, then president of the LEA, was singled out. Five parents filed complaints against her. Heath and the board reprimanded her. She was called before the board in executive session, scolded for three hours, and ordered to start on page one of the textbook and go straight through—teach nothing not in the text. In the spring of 1987, Heath recommended that Belangie-Nye be fired.

"The complaints, reprimands—even my termination notice—were presented to me in front of students," Belangie-Nye recalls. "I wasn't allowed to confront my accusers. You begin to get paranoid—and very, very careful."

Everyone at Lolo School was being careful. "What happened was self-censorship," says Sonju. "Teachers were pulling back, watching what they said and taught, avoiding anything that might be controversial. Academic freedom was gone—and with it the quality of education."

Sonju, the K-4 resource room teacher at Lolo, shakes her head. "Our middle school teachers had developed a unique, nationally recognized curriculum. There's nothing left of it now."

Gone from Lolo School: interdisciplinary team teaching, the series of mini-courses to introduce middle school students to different fields, participation in NEA's Mastery in Learning program, the Sharing and Caring student advisement program, student journals, the child abuse program, a proposed gifted and talented program.

Lee Nye

Lee Nye

Lolo's superintendent tried to fire Association President Jean Belangie-Nye (left). School board chair Simon Gerhart (above), elected with Association support last spring, is playing a major role in bringing reason back to Lolo.

But things started to turn around in Lolo last spring. The UniServ director helped organize a community group in support of the teachers and the school. LEA and the Lolo Classified Association got active in the April school board elections. Two candidates sympathetic to the teachers were elected, defeating one of their bitterest foes.

Simon Gerhart became the new school board chairman. "The old board's mistake," he says, "was that it listened to a small minority. It didn't weigh community opinions—and that's the role of a school board.

"The board also turned its back on the teachers," Gerhart adds, "the ones who made Lolo an outstanding school."

The new board took just 10 minutes to deal with Heath's recommendation to fire Jean Belangie-Nye. She's still employed at Lolo School.

In June, the teacher and classified Associations presented the board with a vote of no confidence in Superintendent Heath. In September, he resigned.

"We're feeling real positive about this year," says Belangie-Nye. "We hope that we can rebuild our educational program. The tragedy is that we're starting on the ashes of what was—just a year and a half ago—a truly excellent school."

The Lolo teachers credit each other—and the Association members throughout Montana and the West who lent moral support—for their ability to pull through.

"When schools and teachers are undergoing this kind of attack," says Belangie-Nye, "it's so essential that we support each other. We need to be constantly reminded, we're not just fighting for ourselves—we're fighting for our students, our profession, and basic American principles." —*Heidi Steffens*

HUMAN RIGHTS

Censorship Attempts Grow; Books, Courses Are Targets

You can run from the censors, but you can't hide.

"It happens in big cities, small towns, suburbs, and rural communities. It happens in the north, south, east, and west. No place, no book is immune," says Leanne Katz, executive director of the National Coalition Against Censorship.

Always a serious national problem, censorship is again on the increase. According to *Attacks on the Freedom To Learn, 1986-87*, a new report from People for the American Way, the 156 censorship incidents reported in 1986-87 constituted a 22 percent increase over the previous year.

Chilling censorship stories have become common—stories like those from Panama City, Fla., and Lolo, Mont. (*see pages 4-5*), or these:

► In Sinking Valley, Ky., a parent urged the removal of William Faulkner's *As I Lay Dying*, along with Arthur Miller's *The Crucible* and *Death of a Salesman*, calling them "pure filth."

► In Newport News, Va., a school principal objected to *The Color Purple* on the grounds that it might incite rape. Students now must have written parental permission to read the library book.

► In Prescott Valley, Ariz., a school board member refused to vote on a bond issue until the schools were rid of "secular humanism."

► In Wasco, Calif., school officials objected to the use of Gabriel García Márquez's novel *A Hundred Years of Solitude* because of "profanity." A new policy requiring that the parents of *every child* in a class approve of each book used effectively bans *A Hundred Years*—and further encumbers overworked teachers.

People for the American Way, which is devoted to protecting constitutional liberties from extremist attack, is supported by NEA. It documents a frightening 160 percent increase in censorship incidents in the past five years. Its report notes several other disturbing trends:

► *Most of today's censorship attempts reflect the influence of national far-right groups*. Five years ago, the most active textbook censors were Mel and Norma Gabler of Longview, Texas. Through their organization, Educational Research Analysts, the Gablers influenced textbook publishers and adoption proceedings nationwide.

Since then, several other far-right groups have joined in. Phyllis Schlafly's Eagle Forum, Beverly LaHaye's Concerned Women for America, and Pat Robertson's National Legal Foundation all assist in local and national censorship efforts.

Many NEA affiliates are familiar with Citizens for Excellence in Education (CEE), a branch of the National Association of Christian Educators. CEE's stated goals are "to bring public education back under the control of Christians" and "to change the atheist dominated ideology of secular humanism in our schools' texts, curriculum, and teachers' unions."

According to "People For," CEE members were "involved in more censorship attempts in the past two years than all other national far-right groups combined."

► *National far-right organizations have introduced sophisticated, time-consuming, and expensive tactics into censorship struggles.* Many local censorship incidents still consist of one parent complaining about one book. But more and more frequently, complaints involve community organizing, attempts to establish or change local policy, and effective use of media.

Many local groups, with outside help, are introducing and lobbying for restrictive state legislation. And, when all else fails, they are suing teachers, principals, and school districts, claiming that their right to a religiously neutral education has been violated by the teaching of "secular humanism."

► *Censorship attempts no longer center on a novel or two, but encompass entire curriculums, programs, teaching methods, and ideas.* With the rallying cry of "no secular humanism!" the far right has attacked many courses and counseling programs designed to develop students' critical thinking skills and personal responsibility.

The worst consequence of censorship attempts is often the resulting climate of intolerance and fear. That atmosphere can lead teachers and librarians to "precensor"—to avoid everything anyone might find controversial.

As Beth Sonju, president of the Lolo (Mont.) Education Association, describes the lingering aftertaste of the long censorship battle in her school, "Teachers are being very, very careful, avoiding anything that might be controversial, trying to hold off any more attacks. We are practicing self-censorship, and that's terribly dangerous for education."

—Stefanie Weiss, NEA Human and Civil Rights

Mike Keefe THE DENVER POST & FIELD SYNDICATE
DON'T READ THIS! ...MY DAD SAYS IT UNDERMINES AMERICA AND CHRISTIANITY AND PROMOTES SECULAR HUMANISM!
SIGH.. BOOK REVIEWS WERE FUN WHEN I WAS A KID...
WHERE POOH?

Where You Can Go for Help

NEA's Human and Civil Rights staff members monitor censorship attempts, maintain an information clearinghouse on far-right groups and their activities, and work with state and local Associations to organize against censors.

If you haven't seen the censors in your community yet, be prepared. Make sure your school district has sound policies for selection and reconsideration of instructional materials.

If academic freedom is threatened in your community, contact your local Association and UniServ representative—and write or phone Roger Stephon or Paul Putnam in NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036 (202/822-7700). □

WASHINGTON WATCH

Lawmaking's Not Over 'Til the Rule Writers Sing

Congress passes a bill, the President signs it, and it becomes law, right?

Wrong. Without adequate funding and clear regulations spelling out how a new statute will be implemented and enforced, even the best of laws is only a scrap of paper. Generally, in fact, a law can't be implemented until the agency in the executive branch that's responsible for it draws up detailed rules and regulations outlining the precise way in which the statutory purpose is to be accomplished.

This rule-making process usually takes place outside the glare of TV cameras. And reporters don't often penetrate into the government offices where regulations are painstakingly drafted. But when it comes to education-related rules and regulations, someone *is* paying attention, and that someone is NEA's Government Relations office. NEA staffers from this office closely monitor and officially comment on the rules and regulations proposed by federal agencies—agencies ranging from the U.S. Department of Education and the Labor Department to the Environmental Protection Agency and the Internal Revenue Service.

The federal rules and regulations monitored by NEA aren't just technicalities. These rules and regulations affect policy, and they have the force of law. By law, the public—which in practice means interest groups of all sorts—must be given a chance to comment on all rules and regulations proposed by an agency before they are locked in place.

It happens this way. Once an agency has written proposed regulations, it publishes them in their entirety in the *Federal Register*, a daily document of official federal agency actions. The public must be given at least 30 days, and sometimes longer, to comment on them.

When the comment period has ended, the regulations are republished as final rules, along with an explanation of the kind of comments received and whether and why the rules have been changed as a result of the comments.

NEA closely monitors the development of these rules, often having input even before the proposals are published for the first time. In one recent case, NEA participated in negotiated rule-making to draft the proposed regulations for the Asbestos Hazard Emergency Response Act of 1986, published by the Environmental Protection Agency for comment last April. Final rules are due out in early fall.

More often, NEA—either alone or in coalition with other like-minded groups—files comments after the proposed rules are published. The Association has been part of recent coalitions commenting on proposed regulations concerning taxes, Medicare, K-12 and higher education, and many other issues. Sometimes NEA asks members of Congress to add their voices in opposition to agency proposals.

"One new twist in recent years has been the periodic attempt by Reagan appointees in the federal agencies to accomplish through regulations what the Administration couldn't get through the Congress," says Warlene Gary, associate director of NEA Government Relations. "Part of our work as an early warning system is to blow the whistle on such moves when we see that the intent of Congress is being subverted."

Adds Gary: "The whole process of rule-making takes an incredible amount of time, and to anyone observing it from the outside, the end product seems to be no more than a bunch of fine print. But what fine print says can mean the difference between a good law and a bad one—between a program that does what Congress intended and one that falls short."

Just as with lobbying on Capitol Hill, there is no guarantee that NEA positions will be adopted by a rule-making agency. But even under the present Administration, NEA has been able to make a significant impact on the regulatory process. For example, in coalition with other groups, the Association recently got the Department of Education to modify proposed regulations that would have severely undermined P.L. 94-142, the Education of All Handicapped Children Act.

There's no denying that it's a tedious job to watch the federal agencies and to read through volumes of proposed regulations—but there's also no denying that it pays off.

—Sally Potter, NEA Government Relations

State Side

Here's the second half of the back-to-school roundup that began in the September *NEA Today*.

NORTHEAST

New York: NEA-New York is fighting off a legislative proposal that would require drug testing for all public employees. Also on the NEA-NY agenda: a statewide class size limit of 15 students... **Pennsylvania:** Schools will be operating with $142 million in new instructional subsidies this year, thanks to the governor's pro-education initiatives and a $330 million state budget surplus... **Rhode Island:** The legislature has passed an NEA-RI–backed $1 million Literacy and Dropout Prevention Act with monetary incentives to reduce class sizes in grades K-3 and to provide intensive literacy training to all students... **Vermont:** The Association will push for creation of a state standards board with a teacher majority.

PACIFIC

Montana: A pending court decision in a suit brought by 60-plus school districts is expected to have a major impact on school funding. The Association testified in the suit, which challenges inequalities in funding... **Nevada:** The Association is gearing up to play a major role in setting teacher licensing standards, via an autonomous, teacher-majority commission created by the legislature last June... **Oregon:** The reliance on local property taxes for 70 percent of school funds continues to be a major concern. The Association will work with a new task force charged by the governor to find a more equitable and predictable state tax structure that will also reduce property taxes... **Washington:** Tax reform will be a major WEA goal this year, along with a substantial boost in state funding for education salaries. The legislature passed a major school reform package last year—but salary increases were somehow lost in the shuffle.

MIDWEST

Minnesota: Association members continue their initiatives to improve educational opportunities for students and salary and working conditions for teachers... **Missouri:** Increasing school funding and raising teacher salaries to the national average are high on Missouri NEA's agenda... **North Dakota:** NDEA will be focusing on quality in education through improvements in delivery systems, salaries, and teacher training program standards... **South Dakota:** SDEA is launching a statewide effort to boost teacher salaries, now the lowest in the nation... **Wisconsin:** The Association continues its legislative push for an early retirement benefits bill.

WEST

Kansas: Contract negotiations were hampered by a statewide cap of 2 to 3.5 percent on total district budget increases. At press time, 30 locals are at impasse but some 300 others have settled—reordering spending priorities to provide compensation increases averaging over 4 percent... **Oklahoma:** The governor has signed an Association-backed law improving teacher retirement provisions and mandating health insurance coverage by 1991 for teachers and other staff in the state retirement system... **Texas:** The legislature's special session on finance ended in mid-summer after voting a $5.7 billion tax increase to fund a two-year state budget of more than $38 billion. Thanks to massive end-of-session TSTA lobbying, the lawmakers rejected proposals to freeze teacher pay, increase class size, and cut back voc ed, kindergarten, and prekindergarten programs... **Utah:** A shortfall in tax revenues is causing more and more districts to shift to money-saving year-round schools. The tiny Grand County district has closed one of its two elementary schools and become the first district to cut back to a four-day week... **Wyoming:** Some 475 education employees—many of them support staff—have had their jobs eliminated, and employee salaries are frozen in half the state's school districts. What's responsible is the second $100 million-plus shortfall in state tax revenues in two years. Three-fourths of Wyoming's education funding comes from severance taxes on energy resources, which are falling; state leaders are seeking a new tax base.

MID-ATLANTIC

Ohio: More secure school funding and higher salaries for education employees top the Association's agenda for 1987-88... **Overseas:** The Association scored a couple of big wins last year—including duty-free lunches. This fall OEA members find themselves with a new director heading the far-flung Department of Defense Dependents Schools: former Fresno, Calif., superintendent John Stremple, who worked well with Association leaders there... **Virginia:** The Association is fresh off a legislative win that allows teachers to retire at age 55 with full benefits. Once again VEA is conducting its "learning revolution" PR campaign to win support for the public schools from nonparents... **West Virginia:** WVEA is preparing to sue the state government for reneging on its constitutional mandate to provide all students a "thorough and efficient" education. The state's delegation to the NEA Representative Assembly in July won passage of a new business item putting NEA on record as cautioning out-of-state teachers against seeking employment in West Virginia because of the low level of support for education.

SOUTHEAST

Mississippi: With a gubernatorial election in November, the Association is working hard for Democratic nominee Ray Mabus, who's pledged to raise teacher salaries to the Southeast average. Meanwhile the state board of education has separated salary from evaluation and is requiring local districts to evaluate teachers by criteria the Association helped shape... **Puerto Rico:** NEA's Puerto Rico affiliate, AMPR, is campaigning for a starting salary of $1,000 a month, with increases for experience and added professional training. A starting teacher now gets $760 a month—most take home less than $650... **South Carolina:** The Educational Improvement Act has taken hold, and 1988 high school seniors will have to pass an exit exam to get their diplomas. No problem: on dry runs, an increasing number have been passing, and standardized test scores are rising... **Tennessee:** The Association is working to hold the governor to his campaign promise of an $18,500 starting salary for teachers—and is pushing for more improvements in the career ladder. Many Tennesseans feel the ladder's evaluation costs outweigh benefits to teachers. □

COURT ORDERS MAKE THE DIFFERENCE

How Integrated Are Our Schools?

Racial segregation of Black students in the public schools changed little from 1980 to 1984, according to a new study from the University of Chicago. But Hispanic students became much more segregated. Both situations reflect long-term trends.

The study, by Gary Orfield and colleagues at the National School Desegregation Project, finds that Black students are most integrated in the southern states, where schools were once segregated by law.

States where integration has increased most since 1980 are those with the most comprehensive court-ordered busing plans.

The study measures segregation in several ways, including the percentage of Black and Hispanic students who attend schools with more than 90 percent minority enrollments (*see table below*).

Among states with many Black students, Delaware and Kentucky have the most integrated schools.

In states with no comprehensive desegregation plans, segregation not only persists, it grows as members of minority groups move into concentrated areas. Chicago, New York City, and Detroit schools have never been under court order—and Illinois, New York, and Michigan are now the states where Black students are most segregated.

Hispanic students—rarely the subject of desegregation orders—are also heavily segregated wherever their population is concentrated—as in New York and neighboring states, Illinois, and Texas.

"Desegregation will not occur by accident," concludes Orfield. "Explicit, and often sweeping, plans are necessary to make significant progress." □

School Segregation of Black and Hispanic Students

State	% of Black Students in 90–100% Minority Schools		% of Hispanic Students in 90–100% Minority Schools	
	1984	% change since 1980	1984	% change since 1980
Alabama	34.8	+2.9	0.8	−0.5
Alaska	0	−0.1	0.4	−0.2
Arizona	23.8	+9.8	18.0	+5.2
Arkansas	11.3	+6.2	1.5	+1.5
California	35.4	−6.0	26.8	+4.6
Colorado	0	−0.5	0.1	−1.5
Connecticut	33.0	+1.0	29.4	+4.5
Delaware	0	−0.8	0	0
District of Columbia	95.2	−0.7	65.3	+42.2
Florida	19.4	+2.0	25.6	+0.4
Georgia	31.7	+5.9	4.1	+1.8
Hawaii	7.3	+1.7	12.2	+0.3
Idaho	0	0	0.1	+0.1
Illinois	69.0	+1.3	41.2	+8.9
Indiana	24.8	−9.9	16.8	−7.8
Iowa	0	0	0	0
Kansas	5.3	−4.6	0.1	−2.8
Kentucky	0	0	0	0
Louisiana	30.4	−6.5	7.6	+2.7
Maine	0	0	0	0
Maryland	38.3	+8.0	2.5	+1.7
Massachusetts	1.7	0	2.1	−2.4
Michigan	56.3	+5.3	3.4	+0.4
Minnesota	0.6	+0.6	0.1	−0.1
Mississippi	38.7	+2.0	25.2	+18.4
Missouri	44.6	+0.4	1.2	+0.7
Montana	0	−0.2	1.4	+1.4
Nebraska	0	−1.9	0	−0.1
Nevada	3.0	−2.8	0.2	−0.2
New Hampshire	0	0	0	0
New Jersey	48.8	−1.2	37.1	+2.2
New Mexico	5.2	+0.5	17.5	+0.4
New York	56.7	+0.5	59.1	+2.3
North Carolina	6.3	+1.5	1.0	+0.2
North Dakota	1.4	+1.4	0.3	+0.3
Ohio	13.3	−1.4	0.4	−0.5
Oklahoma	7.3	−0.4	0.1	−1.5
Oregon	0	0	0	0
Pennsylvania	41.6	−7.4	29.4	+0.6
Rhode Island	1.3	+1.3	5.0	+5.0
South Carolina	15.7	+1.4	3.5	+2.5
South Dakota	0	0	0	0
Tennessee	36.2	+6.4	1.1	+0.6
Texas	31.4	−2.5	40.0	+0.2
Utah	0.4	+0.4	0.4	+0.4
Vermont	0	0	0	0
Virginia	8.4	+3.5	0.1	+0.1
Washington	0	−1.4	0	−0.1
West Virginia	0	0	0	0
Wisconsin	19.5	−1.7	2.3	+0.1
Wyoming	0	0	0	0

Source: National School Desegregation Project, *School Segregation in the 1980s: Trends in the States and Metropolitan Areas*, 1987, 52 pp. $3 from University of Chicago Office of News and Information, 5801 South Ellis Ave., Chicago, IL 60637.

Local Look

PENNSYLVANIA

It's "lights, cameras, action" this month for the Erie Education Association (EEA), now that the local has secured its own cable TV channel.

The lakeside community will be able to tune in several times a week for EEA's "By Teachers, For Teachers." Plans at press time are to produce a weekly 20-minute education news show and possibly an occasional parent help program—and to fill in the rest of the on-air time with EEA's existing library of more than 100 videotapes.

Following receipt of an NEA Hilda Maehling grant to explore video applications four years ago, the over-700-member Association got its own channel and studio space. EEA leaders attribute the acquisition to close relations forged with cable managers, who also arranged for training of teachers in production techniques.

"We began relying on cable television to get our political message across," says EEA President Peg Tronetti. "Now that we've gained some political stability, the TV enables us to be an educational force in the community."

ALASKA

There's a new Association on the Kenai Peninsula, south of Anchorage. It's the Kenai Peninsula Educational Support Association (KPESA)—NEA-Alaska's first support affiliate.

KPESA represents all support staff in the school district. They chose NEA-Alaska affiliation by a unanimous vote last January. Just three months later, the new organization had 211 members, making it the seventh largest local in the state.

Alaska's first ESP Association also lost no time in bargaining. By summer's end, KPESA members had ratified their first NEA contract, winning strong Association protections in a district besieged by budget cuts and the state's fiscal crunch.

Just south of the Kenai Peninsula in the Gulf of Alaska lies Kodiak Island. In May, the Kodiak Island Educational Support Association became NEA-Alaska's second support affiliate.

Like KPESA, the Kodiak Association represents all support employees. At press time, they were close to settling their first NEA contract.

Teachers in both Kenai and Kodiak are represented by NEA-Alaska. Judy Salo—NEA-Alaska's new president and a school secretary for five years before becoming a teacher—was active in the ESP organizing campaigns.

DEMOCRACY AT WORK IN MISSISSIPPI

Emily Haxton

Victorious Natchez legislative candidate Ayres Haxton confers with Adams County Association of Educators Vice-President Letitia Dixon (center) and PAC member Vivian Graham.

Association Clout Pulls Off Upsets

Two rural local Associations in Mississippi have racked up three upset victories in this year's Democratic primary—and probable wins in the November general election—for the legislature.

In Natchez, a river town in the southwestern corner of the state, Association support helped political newcomer Ayres Haxton win a seat in the state house of representatives, handily defeating a member of a leading Mississippi political family with widespread name recognition.

"We've seen what unity—and determination and hard work—can do," says Letitia Dixon, vice-president of the Adams County Association of Educators. "This victory has stirred all of us up. We're ready to move forward."

In Columbia, some 90 miles to the southeast, hard work by Association members helped win Democratic nominations for one state senate and one state house of representatives candidate.

The 102-member Marion County Association of Educators mounted a campaign that deployed ads, radio spots, signs, and door-to-door persuasion targeting every home in four counties—with 25 enthusiastic member-volunteers to do the work. MCAE also sent a letter to every education employee in the senate and house districts asking them to vote for the candidates it supported.

"Our senatorial candidate, Joseph Stogner, defeated the second-most-senior incumbent—that should make a big difference in the way the senate treats education issues," says MCAE President Cathy Johnson. "The incumbent told the voters our candidate would raise teacher pay—and our candidate won by 62 percent!"

Association-backed house of representatives challenger Miriam Simmons likewise defeated an entrenched opponent of educational improvement.

"People are ready for change in Mississippi," Johnson concludes. "We've stayed on the bottom too long, and we want people in office who will move us ahead. And educators are taking the lead in bringing that about." □

WASHINGTON

Robert Stephens, Jr., has a master's degree in counseling and a bachelor's in health education and drama. He's been a substitute teacher in the Seattle public schools since 1977. He had previously worked in a number of classified (ESP) jobs in the district and counseled youth in nonschool settings.

Stephens, a Seattle Education Association member and Black community activist, has been trying to get a permanent job—first as a teacher, then as a counselor—in the Seattle schools since 1983. But the district doesn't want to hire him. It's failed to offer Stephens any of the jobs he's applied and interviewed for, including some that had no other applicants.

SEA filed a grievance on Stephens' behalf, charging the district with race discrimination—a clear violation of the contract. The case went to arbitration, which under the contract is final and binding.

The arbitrator found entirely for Stephens and SEA, ordering Stephens hired as a counselor for the 1987-88 school year and awarding him back pay, benefits, and seniority to December 1985.

Now the district is refusing to comply with the order. It's taken the case to court, and SEA has filed a countersuit.

"I'm not only fighting for myself, but for those who will come later," says Stephens. "And it really helps to have SEA right in there with me."

MINNESOTA

Eight local affiliates of the Minnesota Education Association joined other groups in a day-long series of athletic events in August to raise money for the state's Literacy Council. MEA and radio station WCCO in St. Paul sponsored the events, which included volleyball, arm wrestling, one-mile run, 100-meter dash, 400-meter relay, tug-of-war, and obstacle course.

"We entered for two reasons," says Larry Meadors, captain of the Burnsville Education Association team. "We knew it would be a lot of fun, and we liked the idea that the entry fee would benefit the Literacy Council."

The MEA members raised their entry fees from local Association contributions, student council donations, and funds from local service clubs and school districts. Total contribution to the Literacy Council from the eight MEA locals: about $5,000.

The 10-member teams included educators from Apple Valley, Brooklyn Center, Burnsville, Delano, Montgomery-Lonsdale, Mounds View, Roosevelt Junior High in Anoka-Hennepin, and Watertown-Mayer School District.

KANSAS

Last spring NEA Shawnee Mission and a dozen other community groups formed Citizens for Excellence, a political alliance that persuaded taxpayers to vote, by a margin of 20,000 to 10,000, to increase their school taxes.

Says Roy Gunter, NEA Shawnee Mission president: "The Association took the lead in linking the business groups—the chamber of commerce and real estate organizations—with the traditional education groups. None of them wanted the local schools' good reputation to slip."

Thanks to the tax levy boost, teachers were able to bargain a 13 percent minimum salary increase over the next two years.

MARYLAND

The Frederick County Teachers Association (FCTA) spent a busy spring and summer trying to get county comissioners to honor an agreed-upon 8 percent teacher pay raise for 1987-88.

In last winter's contract negotiations, FCTA had proposed a 10 percent increase; the board offered 6 percent. Both sides agreed to a mediator's suggested compromise of 8 percent. But in Maryland, school board budgets and contracts aren't official until they're ratified by the county governing body.

The Frederick County commissoners granted only a 6 percent raise, claiming they didn't have enough funds to honor the agreement. FCTA contends that the county has the money, but chooses not to spend it on teacher salaries.

Protests by the 1,600-member FCTA have included a "work to rule" action, a letter and phone campaign, and daily picketing of the commissioners' offices over the summer. As we go to press, the salary issue remains unresolved.

But, says FCTA President Jack Patterson, there's a new superintendent on the scene, and the atmosphere is starting to change. "I've no doubt," he adds, "that the improved relations are directly related to our actions." □

Meet:

A Beginning Teacher—in 1908

When Mamie Garvin was three years old, she wanted to start school, but her older cousin who operated a private school next door said she didn't have a place for her. Garvin went home and came back with her own little chair to make a "place"—and her education began.

That was in 1891—and Garvin (later Mamie Garvin Fields) maintained her determination, and her dedication to education, for the next 96 years. An elementary and secondary teacher until 1943, Fields was a leader in the South Carolina Federation of Colored Women's Clubs, director—in her 70s—of a school for homeless girls, and—in her 80s—organizer of a daycare system for Charleston.

In 1983 Fields and her granddaughter Karen wrote a book of reminiscences called Lemon Swamp and Other Places: A Carolina Memoir.*

NEA Today *staff writer Jane Power talked with Fields last spring at her Charleston home. Before we could publish this interview, Fields passed away, on July 30, 1987—just two weeks before her 99th birthday. Her vivid memories of a Black teacher's lot in the early part of this century, however, will maintain a life of their own.*

You started teaching in 1908. What was it like then?

Another teacher and I went to a school in Pinewood, about 75 miles upstate from Charleston. The people there hardly had a place for teachers to stay—hardly had a place for themselves to stay. But they wanted a school. They said, "We'll use the Masonic Hall," and since over 100 children, all ages, were waiting to go to school, they divided it down the center.

After a year, I decided to try and teach closer to home, but I found it was very hard to get a teaching position in Charleston. People said you had to know somebody downtown: "You know a butler?"

"No," I'd say.

"You know a minister down there?"

"No. Do they have a superintendent of education?"

"Yes."

"Well, I'm going to know him."

So I went down to the superintendent of education. He ignored me, looking down and writing until he got tired of it. Then he looked up and said, "Well, what do you want?"

"A school in Charleston County! I'm a Charlestonian, and I want to teach here."

"Oh, I have 100 already."

"Well, put me down as 101. I'm a graduate of Claflin University, and I want to teach."

He wrote my name down and put a red mark by it. When school opened, I had a school, with another Claflinite, on Johns Island, just outside the city. No bridges. No roads. Hardly a place to board. But the people wanted an education, and we went.

The school was just a room. The trustee gave us a roll book—that was all. The children came with bare feet, with poor clothing, from homes where they weren't taught much. But they were loving, and they greeted us, and we started school.

We *worked* on Johns Island. I loved it there—so much to do and so much love and appreciation. My students' great-grandchildren still come to see me.

Were you able to make much progress?

Oh—by the time we were through, we had a big academy. We had a PTA. We had commencement exercises at the end of school. The Jenkins Orphanage Band from Charleston came over. The people had never seen that before.

When the really bright students finished our school, we'd send them over to Charleston to Burke High School, and Burke sent them to college.

How long did you go on teaching at that school?

Two years. Then they promoted me to another school, and I stayed there two years. I stopped teaching in 1913, but in 1926, after my sons got to primary school, I started again—this time on James Island, which had better schools. I taught there 17 years, until I retired.

How did your family first get involved in education?

Our great-great grandpeople were brought from Africa to the market in Charleston and on across the river to the Middleton plantation on Johns Island.

My African great-great-grandfather was tall, healthy-looking, handsome, black. When Henry Middleton saw him, he said, "Thomas, we've got a big job for you. We want you to go to that shed and whip all the unruly Black people."

"Never," he told them. And he stuck to that "never."

But the Middletons wanted to keep him—he seemed to be of good character. So they carried him up to the big house and in the fall, when their sons went to Oxford, they sent my great-great-grandfather along with them, as a valet.

The boys took him along to school every day. He sat in the back of the class and came out knowing as much as the others.

Back in Charleston, he was forbidden to teach any Blacks what he knew—but he did it, in the alley behind the College of Charleston. And when slavery time was over, those were the people ready to teach Black children in Charleston.

Did you have Black teachers in school?

The grammar school I went to was started by a Northerner after the Civil War, and it had colored teachers as well as white. We had two beautiful Black teachers we loved dearly, and we had Northern teachers who loved the children.

But in that school there were some Rebel teachers—unreconstructed. Even a little child could tell the difference.

Lord, we had to sing "Dixie": "I wish I was in de land of cotton . . ." In our hearts, we didn't want to sing that—but we had to sing it. And we had to sing, "My Old Kentucky Home." Oh, we didn't want to sing it, but we had to sing it. Little children!

We've tried to keep it from being sung by the remnants of the Rebels at The Citadel. You heard about our Citadel?

Yes, I've heard.

People still wanting to sing "Dixie." Still wanting to have the Confederate flag fly over them. Oh, my Lord! Still wanting us to be segregated in Charleston—and we are!

But we're uncomfortable. We clamor. All the time. We're not happy over it, and we're changing things that we can change—but some things you can't change. We've had a time in the South, all my years. And it hasn't stopped. It has abated—it hasn't stopped.

When I was a girl, I knew someone who sewed for the people in one of the big houses down on the Battery. One day she said, "Those ladies want some aprons made with cross stitching on them. Would you go down there and let them meet you and take the job?"

Well, I would be glad to because I didn't know white people. My people were very poor, but we were never servants. My father wouldn't let us do it. So I went to this house and climbed the long front steps. When I rang the bell, the colored maid opened the door. She said, "Oh, you can't come in this door. Who you come to see?"

"I came to see the madam."

"Well, you'll have to go back down the steps and go around the yard and come in the back door."

I said, "I'll never do it. I came to see the madam." And the madam upstairs heard me.

She said, "Is that the cross stitcher? Come on up."

So I went up, and I worked for those people and put cross stitches on their things, and I never went around to the back steps.

I was a little girl—I don't know why I had the nerve, but I did. That's been my spirit all my life.

White people in this town respect me. Some of them say to me, "Keep going. Push. Push."

What have you pushed for?

For one thing, the *Charleston News and Courier* would always call white women "*Mrs.* Brown," "*Mrs.* Jones." Then the Black woman who's in the same society, doing the same type of work, it would call "Mary"—right in the same sentence.

I called that paper. I told them, "If you call me 'Mamie,' I'm going to take it to court because the state of South Carolina gave me the title 'Mrs.'" And they've never done it again. They have respected Black women from that day.

Never. As my people used to say in slavery days: "I'll never do it." I love to say *never*!

They're afraid of you when you say that. They look at you a second time. You're not supposed to say *never* and now you come and say it.

Many of our own colored teachers were afraid that they were going to lose their jobs. I said what I wanted to say *when* I wanted to say it and *how* I wanted to say it, and I didn't lose a job. They saw that there was one Black woman who wasn't going to take last. □

*Free Press, 1983. 250 pp. $19.95; paperback, $9.95. To order by VISA or Mastercard, call Macmillan order line: 800/257-5755.

TELEVISION

ACT

"Through two Republican administrations and one Democratic one, children's TV was getting better—offering more choices. But the Reagan Administration turned all that around and let children's TV become a set of manufacturers' catalogs."

Peggy Charren, president, Action for Children's Television, Cambridge, Massachusetts

Peggy Charren set out to upgrade the content of children's television when she founded Action for Children's Television (ACT) in 1968. ACT's victories have been many, including helping to create a marketplace for quality shows like the *ABC Afterschool Specials*. And today people at ACT are extremely optimistic about the immediate future of children's television.

"For one thing," Charren points out, "we won our recent suit against the FCC. Second, Congress is focusing on problems of children and television. And third, the upcoming election signals the probable end of this era of deregulation."

The need for continuous lobbying and other political action came as a surprise to Charren. Looking back, she observes, "Who would have thought we'd get so involved with politics in an effort to make children's television the equivalent of a good children's library?"

THE HEAD OF A WATCHDOG GROUP

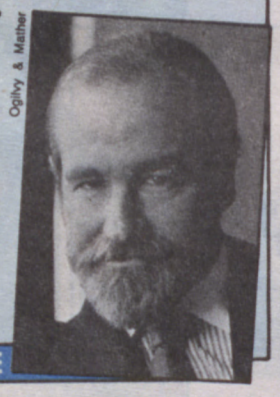
"There's too much clutter in TV advertising—not just on kids' shows but on all programs. A lot of the ads just aren't very good. With less advertising, we'd probably get better quality ads."

Jerry McGee, managing director, Ogilvy & Mather, Los Angeles

As an advertising executive, Jerry McGee oversees the spending of millions of advertising dollars on behalf of a wide range of clients, including Mattel, one of the world's largest toy producers. Mattel has created very successful children's products—Barbie and Ken dolls, Masters of the Universe, My Child, Hot Wheels.

"This issue of children's television is emotionally charged," says McGee. "But it's unfair to generalize about the whole industry."

McGee does get a little agitated about the more strident criticism of the cartoon shows that are spun off toys. "What's so different," he asks, "between these shows and products and what Disney did?


Ogilvy & Mather

"For us in advertising," McGee concludes, "children are very special. Our standards are tougher than the standards that apply to program content—and children's shows and advertising should be monitored. Still, I don't think every show has to be educational. What's wrong with entertaining kids, letting them fantasize?"

AN ADVERTISING EXECUTIVE

THE TUBE

"Some kids can separate reality from fiction, and things they see on TV stimulate them to use their imagination in creative ways. Others see a show and really get into the characters as if they were real life. I used to know kids who were GI Joe lovers—they had the camouflage outfits, the plastic guns, and they liked to play war."

Brian Berry, sophomore, Thomas Jefferson School for Science and Technology, Burke, Virginia

Research says more kids are watching more television than ever before—spending on average about four hours a day in front of the TV. Generally, viewing time decreases as children get older and outside interests start to take them away from the tube.

"I can remember in junior high," 15-year-old Brian Berry says, "coming home to watch cartoons and sitcoms one after the other, day after day." But Berry's viewing habits changed dramatically once he began high school and his course load and extracurricular activities picked up.

Berry's a picky watcher, keeping his remote control at hand to switch programs in an instant. As often as not, he'll choose a cable channel "because there's more program variety." The kinds of shows he watches range from news reports on Cable News Network to *NOVA* (the public broadcasting show) to MTV.

"What I don't do," Berry says, "is flip on the TV to fill time. Instead I decide there's really something I should be doing other than watching TV."

A STUDENT

"We are sensitive to the criticism about children's television. In recent years we've tried to do more original programming that has no link to a particular toy or other product."

Barbara Hansen

Diane Rappoport, associate director, long-range planning and children's programs, ABC-TV

Like the other two networks, ABC is looking for hit shows, for numbers—big numbers of viewers for all its programs. Its children's shows are no exception.

Advertisers won't buy time on a TV show with low ratings, and TV is the most important medium for reaching young people, who buy—or have bought for them—more than $70 billion worth of products each year.

On Saturday mornings, the audience up for grabs is 35 million American children ages 2-11. A show that wins a big share of those viewers is critical to the sales of the products advertised on that show. The trick for network people, then, is to decide which shows kids will watch, advertisers will pay to sponsor, and critics of network programming won't find offensive, mindless, or non-educational. A tall order.

"At ABC we believe there's no reason children's shows can't be both entertaining and educational," says Rappoport. "The key is balance—presenting shows that parents will be pleased to have their children watch, that kids will enjoy. At ABC we have the usual cartoon animation shows, but we also offer a variety of other children's shows that feature live entertainment."

Rappoport cites an array of late afternoon and weekend specials that are issue-oriented.

"We, like the other networks, have our share of cartoons," adds Rappoport, "but a show like *The Care Bears* is still more than a commercial to sell stuffed animals—it has a positive message for kids."

A NETWORK EXECUTIVE

TELEVISION

"More than in the past, situations occur on TV—the use of profanity, for instance—that require explanations for children. These circumstances arise unexpectedly, so you have to be aware of what your children are watching—especially when they're alone."

Rubye Wallace, Charlotte, North Carolina, mother of two

Rubye Wallace often watches TV with her entire family—husband Lester, 11-year-old Eboni, and 8-year-old Lester III ("Trey"). "We especially like *The Cosby Show*," says Rubye Wallace. "My husband is is an obstetrician, so we can all relate."

The Wallaces have been aware of the impact of cable TV on children. "We limit the children's access to cable," Rubye Wallace explains, "because cable is more likely than network TV to show 'adult' material. The rule is that the children are not to watch cable channels when there's no adult at home.

"The children are usually home for an hour before I get home from work," she adds. "They're supposed to do homework before they watch TV. If their homework is caught up, there are programs on in late afternoon that we want them to see."

"On weekends and in the summer," Wallace adds, "we limit the total time they can watch on any one day."

A PARENT

"Our review of the FCC's actions in this case fails to unearth a 'reasonable basis' adequate to justify the FCC's termination of the children's commercialization guidelines."

Judge Kenneth Starr, U.S. Court of Appeals for the District of Columbia

Last June, a three-judge federal appeals court, with Judge Kenneth Starr writing the opinion, ruled that the Federal Communications Commission had failed to explain sufficiently why it had removed limits on the amount of advertising that could appear in children's television programs.

The court acted on a complaint from Action for Children's Television and others who charged that the 1984 deregulation of children's TV advertising had opened the doors to a spate of cartoon shows that are basically extended commercials.

During the 1970s, on numerous occasions the FCC voiced its concerns over the increasing commercialization of children's shows—and eventually issued guidelines that set rather specific commercial time limits.

In 1983 the FCC, chaired by Reagan appointee Mark Fowler, decided there was no longer a need for *any* limit on the amount of advertising accompanying children's programming. That decision is what the appeals court ruling calls into question.

THE COURTS AND THE FCC

TIME

"We don't sit around here trying to figure out how we can sell a company's product. Our first goal is to produce an entertaining show that also offers a positive message kids can take with them."

Robby London, vice-president, creative affairs, DIC Enterprises, Encino, California

If you switch on your set on a Saturday morning this fall, you can't miss seeing a DIC (pronounced DEEK) kids show. Six DIC-produced animated children's cartoons—among them *Kidd Video*, *The New Archies*, and *ALF*—will air on one of the three major networks, and another 15 or so are syndicated to cable and non-network stations. It's a $100 million business, says one industry source.

Robby London, who's in charge of the creative side of DIC, insists that his company strives for top quality programs. He points out that DIC has produced public service announcements in association with the National Center for Missing and Exploited Children.

However, because DIC looms so large in children's television, it's become a lightning rod for criticism. Critics say DIC sells its creative soul to toy companies interested only in selling products and not in quality children's programming. That charge irritates DIC president Andy Heyward. Heyward was quoted in a recent issue of *Channels* magazine as arguing, "Just because something is associated with a toy line doesn't mean it isn't a good show."

Yes, toy companies do have a say in the development of kids' shows, including scripts, London notes, "but they don't tell us, 'Hey, look, this character's got to appear in the show 10 times a minute.' They're there to advise us, but in the end we're the ones who have to be satisfied that we've written and animated an entertaining show that kids will like."

A CHILDREN'S TV SHOW CREATOR

"When I was reading students' stories for a young authors' project, I was shocked because the content was so violent. The stories reflected what children see on TV—monsters and killing. There was nothing imaginative or creative about them."

Joan Schloss, fourth grade teacher, Lorne Magnet School, Northridge, California; member, United Teachers–Los Angeles

Veteran elementary teacher Joan Schloss has been teaching "long enough to know that children used to show more imagination and creativity in their writing," she says. "Now they're desensitized to violence. Killing seems to be a normal part of their existence, and sometimes that shows up in their writing."

Schloss contends that children's acceptance of violence makes the teacher's job more difficult. "You have to work extra hard to develop students' imagination and creativity," she believes, "because of the interference of TV."

Her favorite tactic is to present scenarios in which students can role-play what might happen. The setting for a scenario might be a family or playground conflict or an imaginary situation such as preparing for a trip to the moon.

If her efforts succeed, Schloss says, the results will come out in children's writing—and in their drawings as well.

—Bill Fischer

A TEACHER

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TELEVISION

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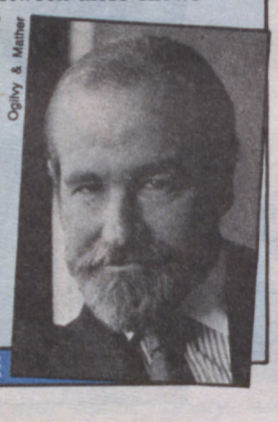
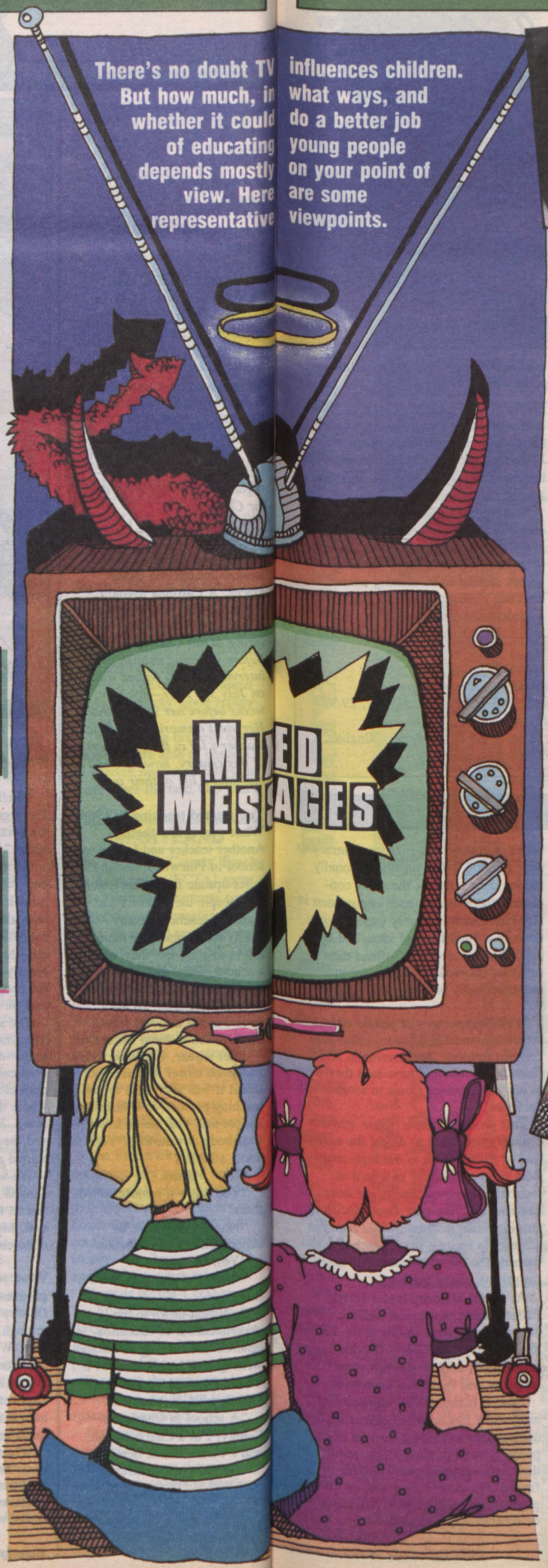


Ogilvy & Mather

EXECUTIVE



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RESEARCH CLUES

Appreciating Kreativ Splng

by Robert McNergney and Martin Haberman

Legal ethics, *military intelligence*, and *effective administration* may all be examples of oxymoron, a combination of contradictory terms. But Charles Read, professor of English and linguistics at the University of Wisconsin, Madison, would probably bristle if you added *creative spelling* to this list.

Professor Read believes that children's spelling errors are not only logical but also instructive for teachers. They serve as windows on children's minds—ways to understand how their thinking develops.

Read argues that spelling starts phonetically and moves from representing the concrete to the abstract standard spelling of words. This view is grounded in the idea that children learn to spell by representing speech sounds individually rather than by learning the spellings of whole words or of morphemes—meaningful parts of words. A five-year-old writes "Red, are you taking care of yourself?" as "RAD R YOU TACEG CAR IV YORSALF."

Children's spelling is influenced by details of pronunciation and by similarities among speech sounds. This is why such spellings appear bizarre to adults.

To make matters worse, young children approach spelling as an essentially creative activity. Spelling isn't a process they learn from adults or from books, but rather something they invent out of letter names, a rudimentary concept of standard spelling, and an accurate sense of the sounds that make up the spoken language. Adults know how to spell words or look them up; young children are likely to *construct* words.

Read argues that for children to progress in writing they must first enjoy it and use it as a tool in play. A teacher's attitude toward early writing seems to be a greater influence on later writing ability than techniques or materials used. Teachers who regard writing as labor rather than as natural play or who fear that spontaneous spelling will lead to bad spelling habits convey to children their doubts about the whole writing process.

The good news about the importance of teachers' attitudes is that a teacher's temporary lapse will not hinder a child's growth. The urge to put messages into writing cannot be extinguished by a little neglect or impatience. At the same time, Read says, a favorable environment can't be purchased from an instructional materials catalog.

Read's developmental notion of spelling holds that the foundation for children's writing begins with being read to, then moves to the first linear scribbles, the first Roman letters, the first representation of speech segments, the first creative spelling, the first standard spellings—and finally, the first standard abstract spellings not represented by speech sounds. Teachers need to be ready to recognize these landmarks and greet each one with excitement and enthusiasm. Teachers might encourage young creative spellers by simply saying, "I can *hear* why you spelled it that way."

"Spontaneous spelling" can give teachers a glimpse at how students' minds work, says a University of Wisconsin linguistics professor.

But won't facilitating a child's "natural" spelling development reinforce poor spelling habits? Read doesn't think so. He cites research that found second grade teachers who received students previously encouraged to spell on their own were unaware of poor qualities in these children's conventional spelling. Moreover, these teachers commented on the eagerness with which the children approached writing.

Shakespeare "misspelled" his name enough times to fuel endless controversy about the authorship of all his writings. Who knows, a little more teaching genius applied to facilitating instead of directing children's spelling might yield a modern-day contender! □

Robert McNergney is associate professor at the Curry School of Education, University of Virginia; Martin Haberman is professor at the School of Education, University of Wisconsin-Milwaukee.

Want To Know More?

This column is based on Charles Read's *Children's Creative Spelling* (Routledge & Kegan Paul, 1986, 160 pp., $29.95 from Methuen, Inc., 29 W. 35th St., New York, NY 10001). For a free bibliography, send a self-addressed stamped envelope (22¢) to Dr. Read at the Department of English, University of Wisconsin, Madison, WI 53706. □

YOU AND THE LAW

The First Amendment Works—Hallelujah!

In three highly significant decisions announced this summer, the federal courts sharply rebuffed efforts to mandate the teaching of religious doctrine and censor curriculum materials in the public schools. In handing fundamentalists three stunning defeats, the courts reaffirmed the schools' right to teach critical thinking skills and expose students to a wide range of ideas.

In *Edwards v. Aguillard*, announced in June, the U.S. Supreme Court struck down a Louisiana statute that prohibited the teaching of evolution in the public schools unless the theory of "creation science" is afforded equal time.

In a 7-2 decision, the Court held that the law breached the wall of separation between church and state because the legislators were attempting to mandate the teaching of religious dogma in the public schools, in violation of the First Amendment. "The preeminent purpose of the Louisiana legislature," the Court said, "was clearly to advance the religious viewpoint that a supernatural being created humankind."

In a unanimous August decision, the Eleventh Circuit Court of Appeals in Atlanta reversed a trial judge's order banning 44 textbooks from Alabama public schools because they allegedly promoted the "religion of secular humanism."

Judge Brevard Hand had ruled last March that the state's use of 39 social studies books and five home economics books violated the First Amendment because the texts neglected the role of Christianity and other theistic religions in U.S. history and encouraged students to make personal choices, which Hand identified as a tenet of humanism.

Without deciding whether secular humanism is a religion, the three-judge appeals panel ruled that the challenged texts neither advanced secular humanism nor inhibited theistic religion.

The fact that some of the material in the texts was "offensive to the religious beliefs of fundamentalist parents," the court held, was insufficient to violate the First Amendment. The state of Alabama selected the books, the court said, in order "to instill in Alabama public school children such values as independent thought, tolerance of diverse views, self-respect, maturity, self-reliance and logical decisionmaking. This is an entirely appropriate secular effect."

In the third case, *Mozert v. Hawkins County Board of Education*, fundamentalist parents in Tennessee had challenged the use of certain textbooks on the ground that the books offended their religious beliefs. The parents claimed that for the local public school to require their children to read the Holt, Rinehart, and Winston basic reading series unconstitutionally burdened the free exercise of their religion, because the books presented ideas that conflicted with the parents' own fundamentalist beliefs, including such concepts as pacifism, feminism, and humanism.

Unlike the Alabama plaintiffs, the parents in Tennessee did not ask the court to ban the use of the challenged textbooks. Rather, they requested an injunction requiring the school district to provide alternative reading instruction and money damages for expenses incurred in sending their children to private schools.

In October 1986, the district court judge ruled in favor of the parents and awarded over $50,000 in damages, including reimbursement for private school tuition. The court also held that the school district must allow objecting students to opt out of the entire reading program and sit in the library or study hall during the regular reading period.

This August, a three-judge panel of the Sixth Circuit Court of Appeals in Cincinnati unanimously overturned the decision. While noting that the parents' beliefs were sincere and that various passages in the books were offensive to those beliefs, the court held that mere "exposure to repugnant ideas" does not violate the Constitution.

"The public schools," the court said, "serve the purpose of teaching fundamental values essential to a democratic society," including "tolerance of divergent political and religious views." The Holt reading series properly served that purpose by teaching "critical reading" skills necessary "to function as effective participants in modern society."

While requiring students to affirm a belief or engage in a practice contrary to their religion would unconstitutionally burden their religion, the court concluded, there was no such compulsion in Hawkins County. Merely exposing students to a "multitude of ideas and concepts," some of which "offend their religious convictions," does not unconstitutionally burden one's religion.

While supporters of public education are understandably ecstatic, cause for concern remains. The parents in Alabama and Tennessee have said they plan to ask the Supreme Court to review both decisions.

That prospect is one reason why it's critically important to defeat the nomination of Robert Bork to the high court. Bork does not believe in a wall of separation between church and state. He has criticized Supreme Court decisions striking down a state law that required students to recite a prayer each day and banning the use of public funds to pay for private school teachers.

As Moral Majority leader Jerry Falwell wrote in a recent mailing, "Our efforts have always stalled at the door of the U.S. Supreme Court. [Bork's nomination] may be our last chance to influence this most important body."

Falwell is right. The Supreme Court historically has thwarted efforts by fundamentalists to subvert the role of the public schools in a pluralistic society to their own sectarian ends. If Bork is confirmed, the Court's vital role as the protector of secular public education will be substantially diminished.

—Mike Simpson,
NEA Office of General Counsel

White House Hopefuls: Where They Stand on Education

An NEA Presidential candidate questionnaire was delivered to 15 Democratic and Republican candidates in early July 1987. This summary was prepared from the responses to the questionnaire. Space limitations required the editing of some responses.

Candidates Not Responding

Every effort was made to get all viable Presidential candidates involved in the NEA endorsement process. The five candidates pictured below chose not to complete the NEA questionnaire.

Vice President Bush and Governor duPont declined to complete a questionnaire but did provide education statements and campaign literature in letters to NEA President Mary Hatwood Futrell. Copies of their statements and letters may be obtained from NEA Government Relations.

Vice-President George Bush (R)

Former Delaware Gov. Pierre S. duPont IV (R)

General Alexander Haig (R)

Rep. Jack Kemp (R-New York)

The Rev. Pat Robertson (R)

FEDERAL LEGISLATIVE AGENDA

The following statements present NEA's position on some critical issues from the NEA Legislative Program. Candidates were asked to agree or disagree with NEA's position.

Sen. Robert Dole (R-Kansas)

Former Sen. Paul Laxalt (R-Nevada)

Former Ariz. Gov. Bruce Babbitt (D)

Sen. Joseph R. Biden, Jr. (D-Del.)

Mass. Gov. Michael S. Dukakis (D)

Rep. Richard A. Gephardt (D-Mo.)

Sen. Albert Gore, Jr. (D-Tenn.)

The Rev. Jesse L. Jackson (D)

Rep. Patricia Schroeder (D-Colo.)

Sen. Paul Simon (D-Ill.)

	Sen. Robert Dole (R-Kansas)	Former Sen. Paul Laxalt (R-Nevada)	Former Ariz. Gov. Bruce Babbitt (D)	Sen. Joseph R. Biden, Jr. (D-Del.)	Mass. Gov. Michael S. Dukakis (D)	Rep. Richard A. Gephardt (D-Mo.)	Sen. Albert Gore, Jr. (D-Tenn.)	The Rev. Jesse L. Jackson (D)	Rep. Patricia Schroeder (D-Colo.)	Sen. Paul Simon (D-Ill.)
1. NEA supports a full partnership role for the federal government in assisting local school districts. To this end, NEA strongly supports redirecting national priorities in order to provide substantial increases in federal funding for public education.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
2. NEA supports strong federal protection for collective bargaining rights and positive working conditions of public employees.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
3a. NEA supports strong federal civil and human rights protections as well as full equality and opportunity—economic and educational—for all, including the addition of the Equal Rights Amendment to the U.S. Constitution and passage of the Civil Rights Restoration Act of 1987.	☐ Agree [1] ☐ Disagree	☐ Agree [2] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
3b. NEA supports meaningful federal education programs to help meet the special needs of handicapped, disadvantaged, and minority students, including American Indian/Alaska Natives, Native Hawaiians, Blacks, Hispanics, and Asian and Pacific Islanders.	☐ Agree [1] ☐ Disagree	☐ Agree [3] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
3c. NEA opposes amending the U.S. Constitution to designate English as the official language of the United States.	☐ Agree [1] ☐ Disagree	☐ Agree [4] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
4a. NEA opposes public funding of nonpublic schools through tuition tax credits and/or vouchers.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
4b. NEA opposes "choice" in education programs which supplants or reduces existing funding levels for public education programs, violates existing legal or constitutional mandates, increases administrative burdens on public education employees, or constitutes a drain on federal revenue.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
5. NEA supports the continuation of a cabinet-level U.S. Department of Education and opposes legislative, budgetary, personnel, regulatory, or other measures designed to undermine the Department.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree
6. NEA supports a stable and secure retirement system for all public employees. To this end, NEA supports federal legislation including protection of retirement income, portability of pension rights and benefits, and federal reporting, disclosure, and fiduciary standards for public employee pension plans.	☐ Agree [1] ☐ Disagree	☐ Agree [5] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
7. NEA supports hazard-free facilities for all students and education employees and believes that there is a federal role in ensuring the safety of students and school employees through regulations and resources to educational institutions that do not otherwise have the means to remove hazards.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
8. NEA believes that our national security is based on a sound economy, a well educated populace, adherence to existing arms control treaties, and a stable world community. To this end, NEA supports a mutual, verifiable nuclear freeze with an end to testing, production, and further deployment of destabilizing weapons systems.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
9a. NEA supports federal tax deductions for state and local taxes.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
9b. NEA supports federal tax deductions for interest paid on state and local bonds.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
9c. NEA supports federal tax deductions for union dues and professional expenses.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
9d. NEA supports the restoration of the three-year recovery rule for the tax treatment of retirement income.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☐ Agree ☑ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
9e. NEA opposes the taxation of individual employee benefits.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
9f. NEA opposes any constitutional amendment respecting federal tax limitations.	☐ Agree [1] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
10a. NEA supports benefit equity in Social Security and Medicare for men and women without spousal offsets and without means testing.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☐ Agree [6] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree
10b. NEA opposes mandatory coverage under Social Security or Medicare of public employees whose state or locality elects not to participate in the system.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☐ Agree [5] ☐ Disagree	☐ Agree ☑ Disagree	☑ Agree ☐ Disagree	☐ Agree ☑ Disagree
10c. NEA supports improved Social Security benefits, including cost-of-living adjustments.	☐ Agree [1] ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree	☑ Agree ☐ Disagree

FOOTNOTES TO LEGISLATIVE AGENDA

[1] Would not provide an *agree* or *disagree* response to statement.

[2] Supports strong federal protections and full equality and opportunity, opposes ERA, and has no position on Civil Rights Restoration Act of 1987.

[3] Supports handling at the state and local level where possible.

[4] Believes English should be the official language but does not now support constitutional amendment.

[5] Undecided.

[6] Supports concept of benefit equity, opposes means testing, but is reluctant to change current law until completion of a spousal benefit study he would order.

AGENDA FOR EDUCATIONAL EXCELLENCE

Candidates were asked to respond to two basic questions concerning educational excellence.

How will you use the office of President to achieve educational excellence? In relation to other items on a President's agenda, how much importance will you place on educational excellence?

How will you use the office of President to ensure that the salaries of educational employees are commensurate with those in comparable professions?

Robert Dole (R) of Kansas has served in the U.S. Senate since 1969. He was the 1976 GOP nominee for vice-president.

The 1980s have witnessed the birth of what is possibly the most significant educational reform movement in our country's history, with a major focus on the quality of education. Much progress has been made in recent years in identifying the problems and challenges facing the American educational system. It will be the responsibility of the next President of the United States to provide leadership in the search for solutions.

It is difficult to disagree with NEA's nine principles for education excellence. However, I believe that part of the problem with the quality of education is the quality of teaching. Although there are many talented and dedicated teachers in our nation's schools, there are also many who seek to improve their skills. Teacher training programs should have more emphasis on substance and subject matter, and less emphasis on technique. In addition, colleges and universities should adopt more rigorous standards and higher expectations for the conduct and academic performance of future teachers.

It might also be appropriate to introduce some form of teacher competency testing or certification. However, the objective of this proposal could be achieved by requiring more rigorous standards in teacher education programs and by implementing master teacher programs at the state level similar to the Tennessee program established under the leadership of former Governor Lamar Alexander.

In order to attract and keep talented teachers in the schools, teaching should be elevated as a profession and made more competitive with private sector opportunities.

States and local school boards should be more willing to make the commitment to pay for quality classroom teaching. The future of this country depends on the returns from this investment.

Teachers are already gaining new respect as Americans everywhere recognize the important role that they play in the development of our children's academic and social skills and our nation's economic growth.

Withdrew from race 8/26/87

Paul Laxalt (R) was governor of Nevada from 1963 to 1967 and served in the U.S. Senate from 1975 through 1986.

As a child who spoke only a few words of English when I entered school, I know the value of a good education. I know that a quality education is the key to opportunity. As governor of Nevada, I spent more time on education than any other issue. I take great pride in the fact that I improved the public education system in Nevada and helped to create Nevada's community college system.

As President, I will assign education the same high priority. I will use the office of the President to advance the interests of America's students, teachers, administrators, and parents. The White House will be a "bully pulpit" from which my administration will extol the need for better schools, qualified teachers, and highly motivated students. The Department of Education will expend its resources to promote innovative education programs and excellence in our nation's schools.

I will increase funding for research and statistics gathering. Federal reports and findings will be made available to state and local systems, and their input will be sought in selecting topics for these studies.

If we are to compete in the world marketplace for both goods and ideas, we must have an education system second to none. Education will be one of the highest priorities of my administration.

Our nation's schools can only be as good as our nation's teachers. Local school systems are quickly learning that if they are going to keep quality teachers, they must pay them what they are worth. Over the past several years, in many areas of the country teachers' salaries have increased dramatically. School systems now recognize that it is more expensive to recruit and train highly qualified new teachers than it is to pay their present teachers for their experience. I believe this trend will continue. The federal government can encourage this process by continuing to stress the need for quality teachers and excellence in education.

Many states have shown a willingness to pay for higher teacher salaries through tax increases and other sources of new revenue, such as lotteries. The federal government can encourage such state action by holding the line on federal taxes and balancing the federal budget.

Bruce Babbitt (D) served as Arizona attorney general (1975-78) and governor (1979-87).

As President, I would provide the leadership necessary to achieve educational excellence. My agenda includes increased federal funding for public education, expansion of preschool education, and national goals for educational quality.

Since this campaign began, I have been telling audiences that my number one priority on the social agenda is children. As parents and teachers, we can see all too clearly which six-year-olds will face a troubled future. The first grade is much too late to begin an education—and that's why I have proposed a universal system of developmental child care and a dramatic expansion of preschool education.

I can think of no profession in America whose members are paid so poorly in relation to their social importance. America can settle for nothing less than the best education in the world, and that is going to require a substantial infusion of resources from the federal government. I would provide that infusion by striking a deal with the states: the federal government would take on full responsibility for Medicaid, and the states would apply the resulting windfall to increased teacher salaries and improvements in public education. I would also say that every student who wants a college education should be able to borrow as much as necessary, and that those going into teaching should be forgiven all of their loans.

Joseph R. Biden, Jr. (D) of Delaware has served in the U.S. Senate since 1973.

Achieving educational excellence is at the top of my agenda. Our nation lacks an education advocate—a President who is willing to use the prestige of the office to launch a crusade to change fundamental attitudes about education.

I plan to be that kind of education advocate. The fact that my wife, Jill, an English teacher and NEA member, plans to continue teaching in the public schools will help increase the visibility of education in my Administration. My "Plan for Educational Excellence" is similar to NEA's:

1. *Treat teachers as bona fide professionals.*
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4. *More flexible school years.* Any change in the school calendar, however, should be made at the local level—and must involve teachers.
5. *Provide sufficient federal support for education.*
6. *Revamp the student loan program.* Every student should be able to borrow up to $50,000 for higher education.
7. *Foster an increased sense of social responsibility.* As President I would promote the idea that high school seniors be required to participate in community service for academic credit.
8. *Provide an education in American values.* We must teach our children the values which define us as a people—honesty, tolerance, and hard work.
9. *Promote school/community partnerships.* I support efforts to link schools, universities, and selected businesses through telecommunications.

We will not be afraid to tell the American people the truth—excellence costs, and we must commit ourselves as a nation to pay for it.

Education is the key to unlocking human potential. The economic and social well-being of any society is a product of the way it educates its members. Unfortunately, education—particularly elementary and secondary education—has not been a high enough priority in America.

We need our brightest students in every graduating class to view teaching as a desirable profession. The President must make the case for the professionalization of teachers to state legislatures and local communities.

Salaries have always been determined by state and local authorities, and I do not propose to change that. But if the next Administration convinces the American people that teachers must be treated as professionals and receive professional rewards, salaries on the local level will rise.

Michael S. Dukakis (D) has been governor of Massachusetts 1975-79

The President's role in education is first and foremost to be an educator. He must help the country understand ernmental, business, labor, and community leaders to the cause of quality schools for all our children.

spending for public higher education—higher than any other industrial state; an increase of several hundred million

when I am President.

I'm particularly concerned about teaching. Half of our public school

Increased salaries for primary and secondary school teachers must be provided. The federal government's

President, I'll use my experience as a governor—and my recognition of the importance of Massachusetts' quality

kind of social stability and sustained economic prosperity that our people deserve and need. The President must be actively committed to having the federal government fulfill its necessary role in the educational process. He must be the nation's chief advocate for our public schools, rallying gov-

not enough. I've parlayed the rhetoric of my commitment to education into action throughout my career.

In my last four and a half years as governor, I've worked with the Massachusetts legislature to achieve a fourfold increase in our state scholarship program; a 51 percent rise in

help municipalities raise minimum teacher salaries to $18,000; and many other major improvements in our public education system. Our comprehensive educational reform legislation was one of the top priorities of my Administration as governor, and quality education will be as high a priority

will help make teaching a valued and honored profession once again, and will work with the Congress to provide incentives and scholarship aid to bright and motivated young people to pursue teaching as a career.

increases in public education. As governor, I've worked hard to increase teacher compensation. Our comprehensive education reform legislation, enacted in 1985, included a special state subsidy program to assist Massachusetts cities and towns in raising minimum teaching salaries. As

higher pay and better working conditions for educators all across America. In particular, I intend to work closely with the nation's governors, who have provided real educational leadership at a time when such leadership has been sorely lacking in the White House.

Richard A. Gephardt (D) has represented Missouri's 3rd congressional district in the U.S. House of Representatives since 1977.

In announcing my candidacy for President, I stressed the need for a national commitment to educational excellence and vowed to lead that effort as President. I look forward to reaffirming that vow in my inauguration address, and as my first order of business in the Oval Office.

Nothing is more important to the future well-being of our nation than educational excellence. We are being challenged to compete in a highly complex world market, with countries that

can supply basic labor at wages far below ours. We cannot compete by lowering our wages and our standard of living. We must compete by producing goods and services that are better, more sophisticated than those of our competitors. To do this, we need the best educated workforce in the world.

A President can best achieve educational excellence through leadership. As President, I would articulate repeatedly the goal of having the best educated people in the world by the year

2000. I would make it clear that I would settle for nothing less.

And, unlike the current Administration, I would back up my words with action. Too many federal education programs have fallen victim to the Reagan Administration's budget axe. I would restore, and in many cases increase, funding to programs that help disadvantaged and minority students, provide early learning opportunities, support low-income school districts, and protect against discrimination.

I would make the Department of Education a more active partner in the commitment to educational excellence. I would offer federal financial incentives for states and local school districts to improve their educational outcomes. I would be a president who takes educational excellence seriously and expects the rest of the nation—at all levels of government, in the private sector, in the educational community, and in the home—to do the same.

Our teachers and other educational employees must be competitively paid for two reasons. First, it is a signal that, in America, we value education and educators highly. Second, we are facing a potential teacher shortage of very serious proportions. While there are important rewards in the teaching profession that have nothing to do with money, we cannot expect to attract outstanding individuals into the profession, in the numbers that we need, if they can make significantly more

money in other professions.

As President, I would set competitive salaries for educators as a goal for state and local governments. I would make it clear to them that I expected to see progress in this area, and I would charge the Department of Education to document that progress—or lack of it. I would make competitive salaries one of the criteria for receiving the federal money for improvements in education that I discussed above.

Albert Gore, Jr. (D) of Tennessee has served in the U.S. Senate since 1985; he previously represented his state's 6th congressional district in the U.S. House of Representatives (1977-84).

I believe that education is one of the most important responsibilities of our nation. Our success in opening the minds of our young people today will determine our success in finding new paths of discovery tomorrow.

As President, one of my highest priorities will be to create the best elementary and secondary education system in the world. I believe we can achieve 100 percent national literacy, and I intend to devote a great deal of my time and energy to reaching that

goal.

In particular, I will work to open the doors of education to all those with a desire to learn. Our national commitment to equal opportunity in education has been allowed to slip. I believe we must redouble our efforts to provide the very highest quality of education to all Americans.

I believe the President must provide national leadership in promoting the salaries that American teachers deserve. The federal government should provide more funds for education. As President I will seek to dedicate revenue for that purpose.

I will also encourage states to adopt pay scales that compare favorably with salaries for other professions. Young people whose interest in and commitment to education draw them to the teaching profession must not be forced

to choose another career for economic reasons. If we want the brightest graduates of our colleges and universities to become teachers, we must offer them salaries that compensate them fairly for their work.

Jesse L. Jackson (D) was a Presidential candidate in 1984 and former president of Operation PUSH (People United To Save Humanity).

The President of the United States has an almost awesome ability to set national goals and standards. Because I believe that our children's education is the most important key to our future as a nation, I would use every power of the Presidency to make educational excellence our national goal. In my legislative agenda, in my speeches and other personal appearances, by word and by example, I would express my own support for educational excellence at every level—and for all our children.

My concern for education is not just a promise, nor a recent event. I have been demonstrating my commitment for years—and not from position papers, but by the amount of time I have chosen to spend in the public schools. As President of Operation PUSH and of PUSH EXCEL, I have visited hundreds of schools; met with hundreds of thousands of students, parents, and teachers; designed programs to raise academic standards and won the pledge of the school community to

carry out these progams. I have spoken with students about the evils of drug and alcohol abuse and the dangers of sex without love, urging them to stop abusing their bodies and to start respecting their education. In schools troubled by racial tension, I have negotiated agreements so that the problems lessen—and education increases. I have advocated the importance of education and of teaching before business, political, and legislative meetings all over the country.

Education is at the heart of my Invest in America strategy for national economic and spiritual renewal. Because I have been able to do this much for education as President of Operation PUSH, I know that I will be able to do far more as President of the United States. Education has been one of the most important action items on my agenda for the last 15 years; it will continue to be a top priority for the next four.

The President can make national policy by using his or her power to lead the federal government and to create incentives for state and local government, and by consciously using the office to set an example, to move the agenda, and to inspire national goals.

A President committed to action, as I am committed, can set a national standard of appropriate recognition and compensation for educators at every level. A President who understands the importance of education at every level,

for all our children, as I do, will be determined to set such an example.

A President who has spent as much time in the schools as I have, who has talked with and listened to teachers for as long as I have, and who has as many teachers for friends and associates as I have, will never forget that educational excellence begins with professional educators. The future of our nation is in their hands, and I will work to ensure that their compensation reflects their true importance.

Patricia Schroeder (D) has represented Colorado's 5th congressional district in the U.S. House of Representatives since 1973.

The trade competition will be won or lost in our schools. The question we have to ask is why consumers anywhere in the world should be willing to pay our workers 10 times as much as other places in the world market. They will do so only if our workers know more and can do more than their low-cost competitors. If we are going to fight the trade balance, we will have to set and achieve far higher standards in our schools than ever before.

What's a President to do? Ronald

Reagan says he wants more bang for the buck out of his budgets. Unlike Reagan, I would submit a budget to Congress that puts the bucks right where we need the bang: in education. If we are serious about arms control, and if we are serious about maintaining a leadership role in trade and technology, then we need to seriously consider buying education, not MXs. Our national economy and our national security require an educated public. That's how I would review my budget

priorities while sitting in the White House.

It's time to treat our teachers with dignity and respect—and adequate salaries. In addition, I have long supported the concept of pay equity. In the last Congress, I cosponsored legislation calling for a study of the federal wage and classification systems to determine whether discrimination on the basis of race, sex, or ethnic origin is present.

The federal government should set the example in this area, and this sort of study should be used to determine

fair salaries for the teachers of our children.

Paul Simon (D) served as Illinois' lieutenant governor (1969-73), represented the state's 22nd congressional district (1975-85) in the U.S. House of Representatives, and has served in the U.S. Senate since 1985.

The future of our country lies with our most vital resource—our children. I will place primary importance on education in my Administration, as I have my entire public career. We must provide all our citizens with the opportunity to grow to their fullest extent through education. I feel the priorities of our nation have been misplaced for the past six years. We must reorganize the budget so that it reflects the priorities we must have as a nation—education for our children, jobs for the unemployed,

and training and education for those who have been denied opportunities.

My interests in this area are not newfound. I am the only Presidential candidate who sat on education committees throughout my service in the Illinois legislature, the U.S. House of Representatives, and the U.S. Senate. I have authored more education legislation than all the other presidential candidates of both parties combined. I have consistently proven my commitment to education. I will continue to do so as President.

The first budget I submit to Congress will redirect this nation's education agenda. My goals as President are—

1. To use the most important power of the Presidency: the ability to focus national attention, to focus on the goal of increasing excellence in education.
2. To eliminate illiteracy by the year 2000.
3. To improve the foreign language teaching and learning of our students and nation.
4. To halt the alarming tragedy of high school dropouts.
5. To make every effort to enhance the status of teaching as a *profession*, including through the Teacher Certification Board.

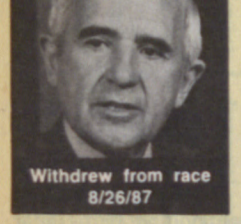
As a former teacher, I know how difficult it is to achieve excellence in education. As President, I will continue to work with the groups concerned with education, such as the NEA, to promote that excellence.

We must ask ourselves what's wrong with our society when professional football players average $205,000 a year, basketball players average $450,000 a year, and teachers average $25,313 a year. I support a substantial increase in the basic beginning salary of all primary and secondary teachers, together with high entrance standards.

During my years in the House of Representatives, as the Chairman of the House Subcommittee on Postsecondary Education, I held the

first hearings on the status of the teaching profession in the history of the Congress. I have helped to enact a sabbatical program which would provide funding for individual teacher development (the Christa McAuliffe Fellowships), as well as a scholarship program for top high school students who want to become teachers (the Paul Douglas Scholarship).

I favor salary increases throughout the pay scale for all teachers, as well as a professional salary for all teachers.



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We will not be afraid to tell the American people the truth—excellence costs, and we must commit ourselves as a nation to pay for it.

Education is the key to unlocking human potential. The economic and social well-being of any society is a product of the way it educates its members. Unfortunately, education—particularly elementary and secondary education—has not been a high enough priority in America.

We need our brightest students in every graduating class to view teaching as a desirable profession. The President must make the case for the professionalization of teachers to state legislatures and local communities.

Salaries have always been determined by state and local authorities, and I do not propose to change that. But if the next Administration convinces the American people that teachers must be treated as professionals and receive professional rewards, salaries on the local level will rise.

Michael S. Dukakis (D) has been governor of Massachusetts *1975-79.*

The President's role in education is first and foremost to be an educator. He must help the country understand *kind of social stability and sustained economic prosperity that our people deserve and need. The President must be actively committed to having the federal government fulfill its necessary role in the educational process. He must be the nation's chief advocate for our public schools, rallying governmental, business, labor, and community leaders to the cause of quality schools for all our children.*

not enough. I've parlayed the rhetoric of my commitment to education into action throughout my career.

In my last four and a half years as governor, I've worked with the Massachusetts legislature to achieve a fourfold increase in our state scholarship program; a 51 percent rise in *an increase of several hundred million* *help municipalities raise minimum teacher salaries to $18,000; and many other major improvements in our public education system. Our comprehensive educational reform legislation was one of the top priorities of my Administration as governor, and quality education will be as high a priority* spending for public higher education—higher than any other industrial state;

when I am President.

I'm particularly concerned about teaching. Half of our public school *ten years. We need a President who will help make teaching a valued and honored profession once again, and will work with the Congress to provide incentives and scholarship aid to bright and motivated young people to pursue teaching as a career.*

Increased salaries for primary and secondary school teachers must be provided. The federal government's *increases in public education. As governor, I've worked hard to increase teacher compensation. Our comprehensive education reform legislation, enacted in 1985, included a special state subsidy program to assist Massachusetts cities and towns in raising minimum teaching salaries. As*

President, I'll use my experience as a governor—and my recognition of the importance of Massachusetts' quality *higher pay and better working conditions for educators all across America. In particular, I intend to work closely with the nation's governors, who have provided real educational leadership at a time when such leadership has been sorely lacking in the White House.*

Richard A. Gephardt (D) has represented Missouri's 3rd congressional district in the U.S. House of Representatives since 1977.

In announcing my candidacy for President, I stressed the need for a national commitment to educational excellence and vowed to lead that effort as President. I look forward to reaffirming that vow in my inauguration address, and as my first order of business in the Oval Office.

Nothing is more important to the future well-being of our nation than educational excellence. We are being challenged to compete in a highly complex world market, with countries that can supply basic labor at wages far below ours. We cannot compete by lowering our wages and our standard of living. We must compete by producing goods and services that are better, more sophisticated than those of our competitors. To do this, we need the best educated workforce in the world.

A President can best achieve educational excellence through leadership. As President, I would articulate repeatedly the goal of having the best educated people in the world by the year 2000. I would make it clear that I would settle for nothing less.

And, unlike the current Administration, I would back up my words with action. Too many federal education programs have fallen victim to the Reagan Administration's budget axe. I would restore, and in many cases increase, funding to programs that help disadvantaged and minority students, provide early learning opportunities, support low-income school districts, and protect against discrimination.

I would make the Department of Education a more active partner in the commitment to educational excellence. I would offer federal financial incentives for states and local school districts to improve their educational outcomes. I would be a president who takes educational excellence seriously and expects the rest of the nation—at all levels of government, in the private sector, in the educational community, and in the home—to do the same.

Our teachers and other educational employees must be competitively paid for two reasons. First, it is a signal that, in America, we value education and educators highly. Second, we are facing a potential teacher shortage of very serious proportions. While there are important rewards in the teaching profession that have nothing to do with money, we cannot expect to attract outstanding individuals into the profession, in the numbers that we need, if they can make significantly more money in other professions.

As President, I would set competitive salaries for educators as a goal for state and local governments. I would make it clear to them that I expected to see progress in this area, and I would charge the Department of Education to document that progress—or lack of it. I would make competitive salaries one of the criteria for receiving the federal money for improvements in education that I discussed above.

Albert Gore, Jr. (D) of Tennessee has served in the U.S. Senate since 1985; he previously represented his state's 6th congressional district in the U.S. House of Representatives (1977-84).

I believe that education is one of the most important responsibilities of our nation. Our success in opening the minds of our young people today will determine our success in finding new paths of discovery tomorrow.

As President, one of my highest priorities will be to create the best elementary and secondary education system in the world. I believe we can achieve 100 percent national literacy, and I intend to devote a great deal of my time and energy to reaching that goal.

In particular, I will work to open the doors of education to all those with a desire to learn. Our national commitment to equal opportunity in education has been allowed to slip. I believe we must redouble our efforts to provide the very highest quality of education to all Americans.

I believe the President must provide national leadership in promoting the salaries that American teachers deserve. The federal government should provide more funds for education. As President I will seek to dedicate revenue for that purpose.

I will also encourage states to adopt pay scales that compare favorably with salaries for other professions. Young people whose interest in and commitment to education draw them to the teaching profession must not be forced to choose another career for economic reasons. If we want the brightest graduates of our colleges and universities to become teachers, we must offer them salaries that compensate them fairly for their work.

Jesse L. Jackson (D) was a Presidential candidate in 1984 and

The President of the United States has an almost awesome ability to set national goals and standards. Because I

My concern for education is not just a promise, nor a recent event. I have been demonstrating my commitment

carry out these progams. I have spoken with students about the evils of drug and alcohol abuse and the dan-

Education is at the heart of my Invest in America strategy for national economic and spiritual renewal. Be-

The President can make national policy by using his or her power to lead the federal government and to create

for all our children, as I do, will be determined to set such an example.

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FEDERAL EDUCATION PRIORITIES

Candidates were asked to identify and rank, in order of most to least important, the top five items in their federal education agenda.

Sen. Robert Dole
(R-Kansas)

1. *To ensure the federal government provides every child access to education opportunities.* Available federal resources must be targeted to the needs of economically disadvantaged, handicapped, and gifted and talented children, especially at the elementary and secondary level.
2. *To provide quality education to assure U.S. competitiveness internationally.* Rigorous standards are needed if the U.S. is to compete effectively. A minimum high school curriculum should include four years of English and three each of mathematics, science, and social studies, as well as proficiency in the use of computers and fluency in foreign languages.
3. *To forge private sector partnerships.* Local industries, businesses, and community-based organizations should work together with the schools to help students achieve job readiness skills and to make certain that what students learn in school has relevance to the employment world.
4. *To encourage parental involvement.* A successful education requires a strong partnership between teachers, students, parents, and local school administrators.
5. *To strengthen education in math and science.* Congress has enacted the Education for Economic Security Act and the math and science program under Title II. Fiscal resources are limited, and the Senate bill I introduced, S 1004, would target scarce dollars to secondary school programs in advanced mathematics, science, computer training, and foreign language study.

Former Sen. Paul Laxalt
(R-Nevada)

1. *Drug and alcohol prevention and education.* Drug and alcohol abuse is the greatest threat faced by our children and our schools. We will encourage states to strengthen penalties for traffic in illegal drugs and the sale or provision of alcohol to minors.
The federal government can spearhead education on this threat through nationwide education programs and the creation of materials.
2. *Elimination of illiteracy.* The federal government can lead the fight against illiteracy by encouraging high graduation requirements, with proficiency examinations, and public outreach programs to convince dropouts to return to school. Model programs designed to combat illiteracy can be created by the Department of Education.
3. *Advocacy for excellence in education.* The federal government should help state and local school systems by presenting recommendations for increasing excellence and providing examples of successful programs.
4. *National clearinghouse for research and statistics.* Under my administration, the Department of Education would survey state and local systems to determine the types of material that the states most desire and provide these in a timely fashion. Funding for these operations could come from existing appropriations.
5. *Opening lines of communication.* The federal government should sponsor regional and national conferences at which educators could exchange ideas and should disseminate the findings.

Former Arizona Gov.
Bruce Babbitt (D)

1. Americans can settle for nothing less than the best education in the world, and that is going to require a substantial infusion of resources from the federal government. I would provide that infusion by striking a historic deal with the states: the federal government would take on full responsibility for Medicaid, and the states would apply the resulting windfall to increased teacher salaries and improvements in public education.
2. I would recognize that the first grade is much too late to start an education, and I would dramatically expand our commitment to the preschool years by creating a universal child development certificate, scaled to income and funded jointly by the federal government and the states. I advocate federal leadership to establish universal Head Start and kindergarten programs.
3. I would appoint an experienced educator as Secretary of Education and join with that person in advocating model national goals for curriculum improvement, reduction of the dropout rate, achievement targets, teacher education, and national peer certification along the lines recommended by the Carnegie Report.

Sen. Joseph R. Biden, Jr.
(D-Del.)

1. *Change attitudes towards education.* My top priority as President will be to build public support for increasing spending on education. Teachers' salaries will not rise significantly until attitudes about the role of educators in our society change.
2. *Ensure sufficient federal support for education.* Financial assistance to local communities can make sure that areas with low tax bases are not forced to shortchange their students. We must also commit more federal funds to early childhood development programs. I would double Head Start to benefit twice as many children.
3. *Combat poverty.* I would provide free health care to all poor children under 12, and free prenatal care to pregnant mothers, and find a way to provide health insurance for the 23 million working Americans without it. I would raise the minimum wage and expand tax credits to poor working families. I would insist that all welfare recipients enroll in job training and remedial education programs, and then search for a job once their children reach a certain age.
4. *Revamp the student loan program.* I have introduced legislation to permit every student to borrow up to $50,000 for higher education. Repayment schedules would be tied to a student's future income. These funds would be available to students of *all ages.*
5. *Promote innovations in primary and secondary education.* The Department of Education should become a clearinghouse for the latest programs in educational excellence.

Massachusetts Gov.
Michael S. Dukakis (D)

1. *Fairness and opportunity for all.* Chapter 1, P.L. 94-142, Head Start, school nutrition programs, and student grants and loans must be adequately funded. The federal government must vigorously enforce civil rights statutes for all of our citizens.
2. *Improving the role and quality of teachers.* We must have quality education in America's schools. We must make teaching an honored and valued profession once again, with highly trained and motivated educators whose compensation, authority, and decision-making power reflect the real importance of education in our society.
3. *Financial aid for all students in need.* We must commit ourselves to the fundamental principle that all eligible youngsters should have the opportunity to get a college education. We need to improve the mix of loans and grants in higher education.
4. *Research and development.* We will need federal support to achieve breakthroughs in the use of new technologies in schools, in basic and applied research, and in the development of better school management and teaching. We need a national network of Centers of Excellence in new and applied technology that will help put America's inherent creativity and know-how to work.
5. *A commitment to lifelong learning.* The next Administration must do far more to ensure that every American can read and write at a level enabling him or her to function in society. Education must be a long-term investment.

Rep. Richard A. Gephardt
(D-Mo.)

1. *Promote the goal of having the best educated people in the world by the year 2000.* I would talk to the American people and work with state and local governments, clearly articulating the critical need for educational excellence and the steps we must take to achieve it.
2. *Promote equality in educational opportunity.* I would restore and augment federal programs and provide incentives for state and local programs that have been designed to support students who start their educational career with disadvantages. I would establish a program to get educational technology into classrooms in poor school districts.
3. *Enhance the professional status and working conditions of teachers.* I would advocate competitive salaries, voluntary certification by the newly formed National Board for Professional Teaching Standards, and restructuring the school to free teachers from clerical duties and give teachers an increased role in planning and decision-making.
4. *Improve educational outcomes.* I would speak out on the need for students to achieve mastery of subject matter as an absolute condition for progression from grade to grade. I would target funds to the areas of math, science, foreign languages, and postsecondary engineering.
5. *Encourage public/private partnerships in the pursuit of educational excellence.* I would bring together educators, state and local government officials, business leaders, community groups, and parents to create an environment that encourages and facilitates the educational process.

Sen. Albert Gore, Jr.
(D-Tenn.)

I will work tirelessly to establish and promote a new national goal: to build the best public elementary and secondary education system on earth—second to none.
1. I will start by renewing the federal commitment to provide more funding for education.
2. I will single out smaller class size and higher teacher pay as urgent intermediate goals. I also will propose initiatives to attract our best and brightest young people to the teaching profession.
3. I will commit our nation to grapple with the crippling problem of illiteracy. I will establish a national goal of 100 percent literacy by the year 2000. In the Senate, I have proposed a simple but important step toward that goal. I call it "Readfare"—a program to set up literacy programs for welfare and food stamp recipients. I intend to propose other programs targeted to groups in need of literacy training.
4. I will improve access to colleges and universities, with enhanced student loan and grant programs.
5. I will bring our schools into the information age by providing them with modern equipment and tools, such as improved educational computer software, and I will ensure adequate availability of teacher training.

The Rev. Jesse L.
Jackson (D)

We must ensure that—
1. *Education is a right, not a privilege.* The federal government must expand its programs to supplement local resources to ensure that this right is available. We should be expanding, not reducing, federal aid for needy students in higher education; expanding, not ignoring, a federal role in retraining adults; expanding, not limiting, the federal role in mobilizing public and private resources.
2. *Education offers equal opportunity.* We must ensure that every school has access to the technologies necessary for advancement in the workforce of the future. We must take affirmative actions to make school conditions and resources equitable.
3. *Public education is expanded to engage the very young and the adult.* We must develop standards for comprehensive pre-kindergarten to ensure that our infants in day care receive development education. The modern economy will also require extensive resources devoted to worker retraining.
4. *Our investment in teachers is expanded.* We must raise teacher salaries, expand the materials and resources available to facilitate creative teaching, strive to limit class size, provide incentives for continued teacher education.
5. *Education is a preparation for democracy.* The federal government must provide incentives for schools to democratize, to bring administrators, teachers, parents, and students into forums where all concerned can become actors in the educational process.

Rep. Patricia Schroeder
(D-Colo.)

1. *Offer an adequate education for every child.* The President could make a key difference in the speed with which the Civil Rights Restoration Act passes the House and Senate by making it a first, not last, priority.
2. *Actively recruit a broad spectrum of teaching professionals.* The best and the brightest of the minorities and young women graduating from college these days are going into business and law, not teaching. The President occupies a unique soapbox for spreading the word about the importance and challenge of teaching.
3. *Adequately fund federal programs for special populations.* We must try to better meet the education needs of our diverse population through federal assistance programs like bilingual education, education for handicapped children, and adult education.
4. *Provide better pay for teachers.* If teachers' pay was somewhere in the middle of occupations requiring a college degree, it would have to go up by about 50 percent on average. Maybe it's time for the occupant of the White House to advocate better pay for teachers, not just National Teachers Day.
5. *Start listening to teachers like real professionals.* National certification may help legitimize the professionalism of teaching just as the bar and medical exams have done for those professions. The President can build on that legitimacy by taking a leadership role in talking about the importance of the teaching profession wherever she goes.

Sen. Paul Simon
(D-Ill.)

1. *Focus national attention on the goal of increasing excellence in education.* We must fully fund education programs, provide incentives for states to improve funding and curricular assistance, and *we must* pay our educators a professional salary.
2. *Eliminate illiteracy by the year 2000.* Illiteracy costs our country billions of dollars per year in lost productivity. We must make our country a *literate* country, where there is equality of opportunity and education for our citizens.
3. *Encourage more foreign language study and understanding of other cultures.* An international competition for business and trade requires far greater foreign language study and understanding of other nations. The benefits of education and cultural exchanges are not only financial, but state- and peace-related as well.
4. *End the spiralling increase in dropouts and the resultant tragedy that lack of education brings to our families and communities.* Prevention programs as early as grade school are key to capturing the minds and spirits of students who might someday leave school discouraged and unable to read, write, or hold a job. We must act to prevent the lack of a good education from becoming the legacy of a generation.
5. *Encourage the effort to make teaching a profession.* As President, I will use the full powers of my office to see that the teaching profession receives the recognition it deserves.

RESOURCES

Idea Exchange

When Times Fly

Whenever the time machine landed in Kathleen Kimball's sixth grade language arts classroom at Sugar Mill Elementary School, students were ready to learn.

The Port Orange, Fla., teacher (on leave this year) would warn youngsters to put their heads down and listen for the arrival of the machine. When they looked up, someone from another historical period stood before them. The elaborately costumed characters (played by mothers or other volunteers disguised beyond recognition) discussed the times they lived in.

Some visits offered extra excitement. On its visit to the Roaring Twenties, Kimball says, the class had to make an emergency exit from the machine to avoid being carried on into the Great Depression.

But the most exciting part of each excursion, Kimball says, came after the trip, when students reported on the excursion through time with "fabulous" compositions and quick recall of historical fact.

Packaged Information

A guidance counselor in a small high school can simplify the job by making up packets of college and career information, suggests Peggy Hanselman, a counselor at New Hope (Pa.) Junior-Senior High School.

Hanselman gives each sophomore a career planning packet with a list of occupations projected to grow fastest through the end of the century, expected employment potential for many other occupations, a checklist that indicates a student's specific vocational interests, attitudes, aptitudes, and work values—and, on request, a self-scoring interest inventory. She meets with students in groups of five to discuss their particular career choices—or their worries about making choices.

Each spring, Hanselman has a conference with every junior and his or her family, at which she gives them college planning packets. The packets contain standardized test deadlines, sample questions, college characteristics for students to rank in order of importance to them, information about financial aid, and suggestions for what college-bound juniors and their parents should be doing. Students who want to go to trade or technical schools get a list of points to consider in deciding where to go.

One useful tool, Hanselman adds, is Guidance Information Service software. With Hanselman's help at the computer, a student can identify a vocation or a college with particular characteristics.

Constitutional Creativity

Last spring Dan Richard's eighth grade civics students at Southeastern School in Remlap, Ala., devised their own way to celebrate the bicentennial of the U.S. Constitution: they wrote a constitution of their own for the school.

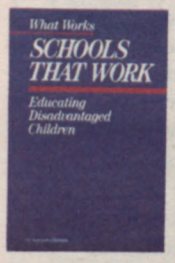
The proposed constitution gives executive power to the principal, judicial power to the teachers, and legislative power to a student government. It provides that students set the standards for behavior and enforce them simply by reminding one another of school pride whenever a problem arises.

The constitution is being tested this fall by the nearly 120 students in grades 6 through 8. Each has been issued a card with the rules on it.

"However this school constitution may develop in the future," Richard says, "this class learned more about the U.S. Constitution than any other class I've ever taught." □

Free or Inexpensive

DISADVANTAGED



Schools That Work: Educating Disadvantaged Children (third in the *What Works* series). U.S. Department of Education. Recommendations for creating schools that work. Includes profiles of successful schools in disadvantaged neighborhoods. 80 pp. Free. Schools That Work, Pueblo, CO 81009.

ENVIRONMENTAL EDUCATION

A Nation of Oceans. Michael Weber and Richard Tinney. Introduction to the basic principles of marine ecology and the wide variety of habitats and wildlife found in near-shore and offshore waters. $8.95 plus $2 for postage and handling. Andrea Shotkin, Marine Habitat Program, Center for Environmental Education, 1725 DeSales St., N.W., Washington, DC 20036.

DRUG ABUSE

Youth for Youth: Staying Free. Community Leaders, Perrysburg, Ohio. Activity booklet for students in grades 1-4. In Perrysburg, fifth and sixth graders worked via a buddy system to help younger students complete the exercises. 20 pp. $1 including postage. "Staying Free," c/o 836 Pine St., Perrysburg, OH 43551.

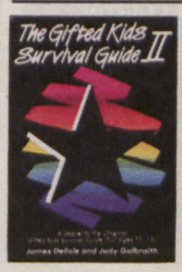
PARENT–SCHOOL RELATIONS

Parents and School: The Tie That Binds. Burlington (Iowa) Education Association. Suggestions for parents to help their children succeed in school. While supplies last, free to other local Associations that send a self-addressed, stamped (39¢) envelope. James Upton, Communications Chair, BEA, 121 Glendale Dr., Burlington, IA 52601.

YOUTH EMPLOYMENT

The Teenage Entrepreneur's Guide: 50 Money-Making Business Ideas. Sarah Riehm. A practical step-by-step approach to helping young people earn a steady income from ongoing, home-based businesses that can be sandwiched neatly around student obligations. $8.95 plus $2 postage and handling. Surrey Books, 500 N. Michigan Ave., Chicago, IL 60611.

GIFTED



The Gifted Kids Survival Guide II. A sequel to the original *Gifted Kids Survival Guide, for Ages 11-18.* James Delisle and Judy Galbraith. Helps young adult and parent readers understand and appreciate giftedness and its unique joys and problems. Topics include making and keeping true friends, knowing and accepting yourself as a gifted individual, loneliness, and depression. 152 pp. $9.95 plus $2 postage and handling. Free Spirit Publishing Co., 123 N. Third St., Suite 716, Minneapolis, MN 55401.

STRESS

Student Stress: A Classroom Management System. Kevin J. Swick. Specific suggestions to help teachers both recognize the level of stress in their classroom environments and guide students and parents in learning how to deal successfully with stress in and out of school. 96 pp. Stock no. 1696-3-00-D. $8.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516. □

TV/Radio Tips

The Legend of Robin Hood—*Arts & Entertainment channel, Thursdays beginning Oct. 1, 8:30-9 p.m. ET.* Twelve-week series on the life of Robin Hood, going beyond the familiar tales of Sherwood Forest.

Documentary: World War I—*Arts & Entertainment channel, Saturdays beginning Oct. 3, 8-8:30 p.m. ET.* 26-week series (first aired by CBS in the 1960s) examining the legacy of World War I and the personalities behind the War.

Footsteps—*Arts & Entertainment channel, Saturdays beginning Oct. 3, 9-10 p.m. ET.* Eight-week series about archeologists and their discoveries.

Valerie—*NBC-TV, Monday, Oct. 5, 8:30-9 p.m. ET.* NBC launches a fire safety campaign in cooperation with MacDonald's restaurants. Free study guides and other materials available from your local NBC affiliate.

Centennial—*WTBS, Monday, Oct. 5, through Friday, Oct. 16; check local listings for times.* Daily miniseries celebrating the American spirit through 200 years of history and development. Stars Richard Chamberlin, Robert Conrad, Raymond Burr, Sally Kellerman, Andy Griffith, and Dennis Weaver.

Afterschool Special—*ABC-TV, Wednesday, Oct. 7, 4-5 p.m. ET:* "Supermom's Daughter." For a free study guide, write to ABC Community Relations, 1330 Ave. of the Americas, New York, NY 10019. *Wednesday, Oct. 21, 4-5 p.m. ET:* "The Day My Kid Went Punk." To make a point, the son of two psychiatrists becomes an outrageous punk.

Danger Bay—*Disney channel, premieres Wednesday, Oct. 7, 8:30-9 p.m. ET; check local listings for future days and times.* 22 new action-adventure episodes about Grant "Doc" Roberts and his two teenagers who live on an island in the Pacific Northwest.

Schoolbreak Special—*CBS-TV, Tuesday, Oct. 20, 4-5 p.m. ET.* "Soldier Boys." A group of teenaged boys falls under the influence of a tough, militaristic youth. They become increasingly obsessed with combat until a dangerous war game ends with the wounding of one combatant. James Earl Jones stars.

Ring of Truth—*PBS, Tuesdays, Oct. 20-Nov. 24; check local listings for times.* Six-part science series dealing with the topics of looking, change, mapping, clues, atoms, and doubt. Random House will publish a companion book.

Plus II—*PBS, Wednesday, Oct. 21; check local listings for times.* The second Project Literacy U.S. (PLUS) looks at literacy in the workforce.

Main Street—*NBC-TV, Tuesday, Oct. 27, 4-5 p.m. ET.* A Japanese teenager talks about her experience in a U.S. elementary school and a Japanese high school and compares the two systems.

AIDS: Everything You and Your Family Need To Know . . . But Were Afraid To Ask—*HBO, sometime in October; check local listings for date and time.* U.S. Surgeon General C. Everett Koop hosts this one-hour documentary providing straightforward answers to the most common questions about AIDS.

Thinking About Drinking—*American Public Radio, premieres in October; check local listings for dates and times.* Twelve weekly half-hour programs explore alcoholism from many angles, including a live national call-in.

The Storyteller—*NBC-TV, debuts in October; check local listings for dates and times.* Eight new 30-minute episodes in Jim Henson's anthology series of European fairy tales, featuring puppets and live actors. □

Studying the Constitution? PBS Compendium Can Help

To celebrate the 1987 bicentennial of the U.S. Constitution, the Public Broadcasting Service—with help from KIDSNET, the computerized clearinghouse for educationally useful TV and radio programs—has compiled a compendium of Constitution-related broadcast and nonbroadcast programs, educational projects and events, printed materials, and projects in development and production.

For ordering information, contact PBS Elementary/Secondary Service, 1320 Braddock Place, Alexandria, VA 22314, or your local public television station.

BOOK BEAT

U.S. Schools: Wired To Deskill Teachers

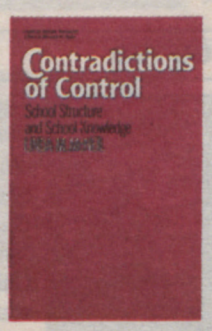
We eachers often feel that when we enter our classrooms we are free from administrative control—at least when we're teaching content. But in *Contradictions of Control*, Linda McNeil suggests an insidious force—"defensive teaching"—that may rob us of the success we expect in reaching students.

Defensive teaching occurs because of what McNeil perceives as a dichotomy between school as a place for transferring knowledge and school as an instrument for social control. School administrators care only about the control aspect, she contends, offering teachers almost no support for the transfer of knowledge. Consequently, to obtain classroom order and minimal compliance on assignments, teachers simplify content and reduce demands on students.

CONTRADICTIONS OF CONTROL: School Structure and Social Knowledge

by Linda M. McNeil

(Methuen. 216 pp. $25.)



An assistant professor of education at Rice University in Houston, McNeil reached her conclusions after observing and analyzing classes offered by social studies departments in four unidentified high schools in the Middle West. Readers will recognize teachers they have met in the dozen whom McNeil describes, from those who create wide-ranging, controversial courses to those who are just putting in their time.

But even in the best departments, McNeil detects troubling patterns of teacher-student interaction. Perhaps the most harmful process is what she calls the "deskilling" of teachers. This occurs when teachers present the content of a course in such a way that their personal knowledge of the subject is obscured by the methods they use to assure compliance with perceived administrative pressures.

Deskilling manifests itself in a variety of devices for securing control of students by making work easy. A history teacher, for example, reduces major events and concepts to items on a list, which the student then gives back on a unit test. Administrators value this type of teaching because it cuts down on discipline problems while producing something to show parents—namely credits earned toward graduation.

The sacrifice of knowledge for the sake of control has a devastating effect on students. Students in the classes McNeil observed admitted to her—but not to their own teachers—that they considered the information they learned in school to be artificial and unrelated to the real world, something to be forgotten as quickly as possible.

McNeil confined her observations to social studies classes—but there's no reason to assume that the negative patterns she describes are peculiar to social studies teachers. Experienced teachers in all disciplines know instinctively that student behavior problems arise from inappropriate curriculum and that the mediocrity that often passes for "heterogeneous teaching" is a disservice to all children.

As a new school year gets under way, we need to devise ways to serve knowledge and cut back on control. McNeil describes one such way—which most teachers already know about. What the schools need, she concludes, is a transformation of relationships within classrooms and schools, so that teachers no longer have to teach *against* the reward structures of their schools, so that their schools no longer give them incentives to participate in their own deskilling.

In one school that McNeil visited—which she calls "Nelson" High School—such a transformation had been made long ago. Here administrators supported academics; the curriculum—largely put together by the teachers—was complex and varied; students were seen as potential contributors to the knowledge exchange.

McNeil contends that the richer content taught by the Nelson teachers could not have been produced by rigid management controls. She ends *Contradictions of Control* with the warning that the top-down education reforms of recent years, by further decreasing teacher decision making, will continue the erosion of educational quality.

Reviewed by Jim Donoghue, history and social studies teacher, Burlington (Vt.) High School; president-elect, Burlington Education Association.

Readers, Let Us Hear from You!

Was there some important gap in your teacher preparation—a skill or piece of information you didn't know you were missing until you stepped into the classroom?

Tell us what it was, in 400 words or less. We'll publish the results of this informal reader poll in the February 1988 *NEA Today*.

Please provide a brief explanation of the one addition to your teacher training program that would have better prepared you to face your first class—regardless of whether that memorable first day was last month or 40 years ago!

Mail your letter or postcard to Teacher Education Poll, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036, no later than Nov. 13, 1987. □

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Your NEA

REACHING OUT

Adopt a Student Local

Through NEA's new Adopt-a-Student-Local program, local Associations can now work individually or together to "adopt" a group of students preparing for teaching careers at a nearby college or university.

For guidelines and suggestions, contact your state Association student organizer, or write to NEA Student Program, 1201 16th St., N.W., Room 321, Washington, DC 20036.

Looking for Text Of RA Actions?

The complete text of the NEA resolutions, legislative program, and new business items as adopted by the 1987 Representative Assembly will appear in the new 1987-88 *NEA Handbook*, soon to be mailed to every local Association president and UniServ director.

For your own copy of these documents, write to Policy Documents, NEA Communications, 1201 16th St., N.W., Washington, DC 20036.

Copies of the NEA legislative program are also available from your NEA regional office and from NEA Government Relations.

Associations Win Grants For Abuse Prevention

Three local and two state Associations are the latest winners of $1,000 grants from NEA Human and Civil Rights for programs designed to prevent child abuse:

► The Mullica (N.J.) Township Education Association for improving school services to increase child abuse awareness, and for holding group counseling and information sessions for families in remote areas.

► The Richland (Calif.) Teachers Association for sponsoring awareness workshops for staff, children, and parents, and for community networking.

► The Sweetwater Texas State Teachers Association for sponsoring workshops for staff, students, and the community; for presenting child abuse material in high school classes; and for participating in radio spots and cable TV programs on child abuse.

► The Georgia Association of Educators for working with 13 local affiliates in one UniServ Council to form child abuse committees, train members to serve as resource persons on child abuse and neglect issues, and develop community relations and communications programs to address child abuse and neglect.

► The Montana Education Association for sponsoring a two-day workshop in an area of the state with a large American Indian population.

NFIE Creates McAuliffe Institute

The new Christa McAuliffe Institute for Educational Pioneering, announced this summer by NEA's National Foundation for the Improvement of Education (NFIE), isn't a physical structure. It's an idea around which people and a process will form.

The Institute will focus on a different theme each year—for 1987-88, it's "Preparing All Students for the 21st Century: Creative Uses of Technology in Education."

Each December the Institute will name five Christa McAuliffe Educators—five outstanding teachers who are experts in that year's theme. For the next 12 months, these five will work to further develop their expertise and share their knowledge. They'll also become mentors to Christa McAuliffe Fellows—highly motivated educators who want to learn more about a particular theme.

Prospective Fellows will apply in teams of two to four persons; each team will include one or more aspiring teachers. Five teams of Fellows will be chosen each year.

Each team will attend an intensive 12-day summer seminar and—together with Christa McAuliffe Educators—will also design a product that reflects its best thinking on the theme. At the end of each year, Educators and Fellows will become part of an active alumni network providing continued learning and sharing.

For more information contact NFIE, 1201 16th St., N.W., Washington, DC 20036 (202/822-7840).

Observe AIDS Prevention Month

October is National AIDS Prevention Month. You can join in the observance by providing your students and others with accurate scientific information about acquired immune deficiency syndrome (AIDS) and persuading them to change behaviors that put them at risk.

The observance kicks off a year-long "America Responds to AIDS" national campaign by the Centers for Disease Control (CDC) in Atlanta. State and local groups as well as national businesses and organizations have scheduled campaign-related activities. For more information contact NEA Health Information Network Director Jim Williams (404/362-9372).

AV/TV Carts Can Be Deadly

As the new school year began, the U.S. Consumer Product Safety Commission (CPSC) and the International Communications Industries Association (ICIA) teamed up to issue a stark warning to the nation's teachers: Do *not* let young students move TV or audiovisual carts, because the carts can easily tip over.

CPSC reports that four deaths and four serious injuries occurred over the last few years when TV and AV carts about 50 inches high toppled over on children.

For more information on the safe use of these carts, contact Kenton Pattie, ICIA, 3150 Spring St., Fairfax, VA 22031-2399 (703/273-7200).

$$$ Available for Humanities Study

The National Endowment for the Humanities (NEH), a federal grant-making agency, now has an Access to Excellence Program aimed at helping K-12 teachers apply for grants to study the humanities. If you're interested in any of these grants, contact Access coordinator Carl Dolan at NEH, 1100 Pennsylvania Ave., N.W., Room 302-NT, Washington, DC 20506 (202/786-0384):

► Independent Study in the Humanities—a six-week independent summer study grant for teachers of grades 9-12 who have a master's degree or equivalent and at least five years' teaching experience. Application deadline: Dec. 1. Stipend: $3,000.

► Summer Seminars for School Teachers—support for K-12 teachers to participate in summer seminars focusing on the study of significant texts in the humanities. Application deadline: March 2. Stipend: $2,750.

► Masterworks Study Grant—funds to bring a scholar from a nearby college into a school to discuss important humanities texts or issues with faculty. Deadline: Jan. 8. Stipend: Depends on project costs.

► Travel to Collections—funds to enable K-12 teachers to travel to research collections of libraries, museums, galleries, and archives to consult materials important to their work. Deadline: Jan. 15. Stipend: $750.

Life Members: Write for Proceedings

The 1987 *Proceedings of the Representative Assembly* will be mailed in January to any NEA life member who wants a copy.

To get the *Proceedings*, simply clip your mailing label from the front of *NEA Today* and send it with your request to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036, no later than December 8. □

Big Problems Demand Broad Perspectives

Children at risk, homelessness, AIDS . . . If these and other current crises have a common denominator, it's the contingent of helping professionals attempting to deal with them.

Too often, as a classroom teacher rues her overscheduled day, a rabbi laments the limits in his outreach budget, and a social worker sees medical needs she can't meet, a student's (or family's) problem goes unsolved, because it defies the singular focus of any one professional.

This is exactly the scenario the new National Consortium on Inter-professional Education and Practice hopes to address. Teachers, health professionals, lawyers, social workers, and theologians, among others, have begun working through NEA and 14 other national organizations during the last two years to forge interdisciplinary approaches to problems that don't respond to single-discipline solutions.

"Many problems that show up in the classroom have roots in the streets, courts, and hospitals. They can't be handled by just one category of professional," notes Consortium Chair Luvern Cunningham. He directs the Ohio Commission on Interprofessional Education and Practice, which serves as a model for the national group.

Adds Ohio Education Association President Don Wilson, who serves on the National Consortium: "It will be crucial for classroom teachers to work with the Consortium to see that the educator's view is represented as we consider social policy issues and look for ways to expand interprofessional education."

The Consortium is funded by a grant from the Kellogg Foundation, overseen by a 15-member board that meets four times a year. Upcoming efforts: a June 1988 symposium centered on children at risk, followed by a publication on the issue that will reflect thinking "across the professions."

Consortium member organizations fall into one of two categories—practitioner groups (NEA, American Bar Association, American Medical Association, American Psychological Association, National Association of Social Workers, National Council of Churches, National Federation of Priests Council) and groups that prepare people to enter the helping professions (American Association of Colleges for Teacher Education, American Society of Allied Health Professions, American Association of Colleges of Nursing, Association of American Law Schools, Council on Social Work Education, Association of Theological Schools, and Hebrew Union College).

LOOKING BACK

TECH TALK
Algebra Software That Measures Up

Software publisher Courses by Computer reports receiving almost 500 inquiries about its Elementary Algebra Series as a result of the March 1987 *NEA Today* article "Algebra Software That Measures Up"—and requests for information are still coming in.

The 10-part series was judged the most "schoolworthy" algebra software by NEA's Educational Computer Service. When it won that honor the series was available for use on Apple IIe and IBM PC. But now Courses by Computer is developing a new edition for use on the Apple IIGS. The new version should be available sometime early in 1988.

For more details contact Courses by Computer, P.O. Box 830, State College, PA 16804 (800/CBC-9334; for Pennsylvania callers, 814/234-2210). □

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With the Amazing GradeMatic 100™ Grading Calculator for Teachers — And Get a FREE Gift Just for Trying It!

For the nearly 3 million teachers across the country, grading is a dreaded aspect of an otherwise most rewarding profession.

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But thanks to an amazing new calculator, you can now put an end to tedious and time-consuming grading computations.

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Whether you use letter grades, numerical scores or a combination of both, the GradeMatic 100 grading calculator will save you hours upon hours each marking period.

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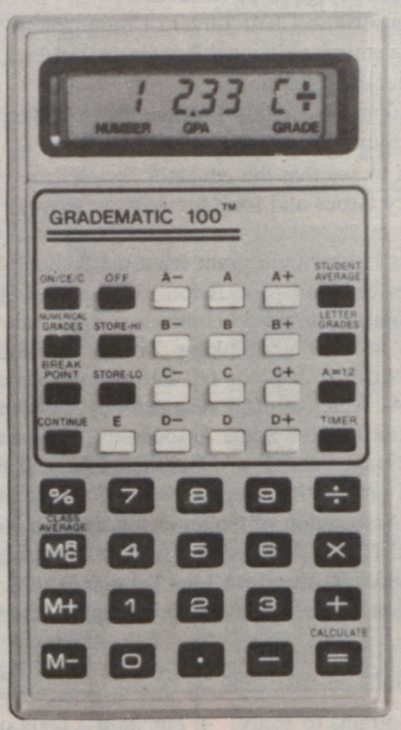
It even allows you to "weight" assignments of different point values – without formulas.

- **For numerical grades you set** the high and low passing point totals – for a single assignment or semester's worth of tests and assignments – enter the students' scores and again simply press the "Student Average" key to find the proper grade – from your scale.
- **In either grading mode, you can** enter up to 99 grades per student and the calculator automatically keeps Class Averages for up to 99 students per class.
- **You can even time tests or** activities with GradeMatic's built-in Stop Watch/Timer Alarm (with 3-second buzzer).



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And the GradeMatic lets you grade where you want and when you want. Measuring a mere 2¾ x 5¼ x ¼", it fits easily in your purse or pocket. It's also the last calculator you'll ever need since it performs standard math functions and even features percent, memory and battery-saving auto shut-off.

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You may also add an optional fine-grain, stitched leather case (in Brown or Burgundy), or have your initials imprinted in rich gold on either kind of case.

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What's more, you risk nothing by ordering the Grade-Matic 100. Because if for any reason you're not delighted with it, simply return it within two weeks and your money will be refunded in full.

So you can't go wrong. To order, simply fill out and return the coupon below to Calculated Industries, 2010 N. Tustin Ave., Suite B, Orange, CA 92665. Or call Toll Free 24 hours everyday (including Sunday), 1-800-854-8075 (in Calif., 1-800-231-0546) or (714) 921-1800.

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YOU AND YOUR RETIREMENT

Retirement Communities: Is One Right for You?

Retirement housing is a booming industry. Many developers are jumping on the bandwagon to construct communities that are attractive to the elderly.

The trend is to create *continuing care retirement communities* (CCRCs), also called *life-care communities.*

CCRCs are residential complexes that offer not only housing but also health care, support services, and group activities. The communities vary in size and may consist of apartment dwellings, townhouses, or single family homes—or any combination of the three. Many of them provide home cleaning, bed and bath linens, and meals. Group activities often include facilities for swimming and golf, a library, religious services, space for gardening, and a community recreation room.

Many CCRCs have nursing home facilities within the complex that residents can move to temporarily—or permanently—when necessary. States require that the nursing facilities meet the same requirements as any other health care institution.

Living in a CCRC offers some advantages. Many elderly people find that their homes are now too large or require more attention than they're physically able to give. Also, fewer retirees move in with their children than in the past. They're more likely to enjoy close relationships with their peers. And some retirees want to be assured of adequate health care if the need arises.

But CCRCs also have their disadvantages. In 1985, *Money* magazine investigated 40 CCRCs that either had gone bankrupt or were having major financial difficulties. At that time, only 11 states had specific regulations, carrying civil or criminal penalties, concerning the operation of CCRCs.

Retirees may sell their homes or exhaust their life's savings to meet the entrance fees that some communities require. If the communities go bankrupt, the retirees' savings are also lost.

Even in financially stable CCRCs, costs are a major concern. CCRCs are expensive. The Federal Trade Commission (FTC) and the American Association of Retired Persons (AARP) report that the institutions typically require a substantial, often nonrefundable entrance fee—running anywhere from $20,000 to more than $100,000—plus monthly fees ranging from $650 to as much as $1,200. Another concern is that the fees often don't cover doctors' or hospital costs.

At the outset, most CCRCs were owned and operated by church-related and other nonprofit groups. But as the demand has increased, private companies are entering the market. In a few cases, unfortunately, CCRC developers seem to be giving more attention to securing profits than to providing a comfortable environment and services for residents.

The FTC and the AARP recommend that those interested in CCRCs seek legal or financial advice before making any commitment. The FTC offers these additional suggestions:

► If the facility is new, learn all you can about the sponsors and management. Ask for biographical information about owners, sponsors, and boards of trustees. Check the management's reputation with the Better Business Bureau.

► If the facility has been in operation for a number of years, talk to residents, their families, or local consumer groups.

► Ask for the entrance requirements. Some communities insist that new residents meet specific health requirements (e.g., be ambulatory), have evidence of financial resources necessary to meet expected fees, and be within a certain age range.

► Make sure you understand the contract you sign. Look closely for conditions, if any, under which your entrance fee is refundable. What portions of the fee will be refunded if you decide to leave the community within a few months? What portion of the entrance fee will be refunded to your estate if you should die?

► Find out what criteria will be used to decide to move residents from their living units to the health care facilty. Sometimes residents, their representatives, family members, medical advisors, and management jointly make the decision.

► Find out how management determines monthly charges and under what conditions they may change. Monthly charges are often related to operating expenses, but sometimes managers adjust fees to the level of services they provide.

—Marian Clayton

NEA-R Looks at Life-Care Facilities

The 1986 NEA Representative Assembly (RA) directed the NEA-Retired (NEA-R) Advisory Council to investigate the feasibility of developing a program to allow Association members to invest in self-supporting life-care facilities. The RA directed that the Advisory Council develop a list of facilities nationwide and make that list available to members through the NEA-R office. The RA also asked for a report at the 1987 meeting in Los Angeles.

The Advisory Council carried out this task and recommended to the 1987 RA that NEA provide information—through *NEA Today* and the *NEA-R Update* newsletter—to help members determine whether or not to invest in life-care communities.

The Council, in making the recommendation, noted that the retirement housing industry is relatively new, and limited research has been done on whether or not existing facilities are meeting the needs of those who live in them. □

INTERNATIONAL

Children Under Attack

"In most countries children are protected and nurtured, for they are the country's future. Here they are attacked." —Black Sash, a South African civil rights organization.

No Black child is safe in South Africa. Black parents never can be sure their children will come home from school or from the store. Worse still, parents know they cannot protect their children—even at home.

A child seized by the army or police may be jailed, mistreated, or killed. Many have been shot dead in the streets. The authorities normally refuse to tell Black parents whether their missing children are in detention, in a hospital, or dead. Detained children are not allowed to communicate with their parents. Youngsters are often held either in solitary confinement or in crowded cells with adult prisoners.

"Whenever I try to eat, I cannot eat," said a mother of two detainees, 14 and 18 years old. "I wonder if my children are eating. I can't sleep because I don't know where my children are sleeping... I keep writing letters to the police to see my children, but I've received no replies."

Human rights monitoring groups estimate that the South African government has detained some 10,000 youngsters under age 18 without warrant, charge, or trial since declaring a state of emergency in June 1986. The sole cause for detention under the emergency regulations is that the detainees—some of them only 8 years old—are a threat to state security.

Though the South African authorities said last summer that they had released the detained children, the Detainees' Parents Support Committee estimates that up to 500 children under the age of 18 are still being detained under the state of emergency decrees.

In addition to the detainees, a small number of children have actually been charged with political crimes that range from stone throwing to murder. One 8-year-old was arrested on a charge of "intimidation"—and denied bail.

A child who is detained can expect physical deprivation: no real bed, no nourishing—or even sanitary—food, no chance to wash or change clothes, no medical treatment. Most detained children can also expect mistreatment, such as being struck repeatedly with leather whips, or torture, such as being subjected to electric shocks. Those who have been released report a range of abuses from having a sack kept over their heads to being doused with kerosene and threatened with burning alive.

Children have emerged from detention with severe burns, broken limbs, and apparently irreversible psychological trauma. In the foreword to *The War Against Children*, Anglican Archbishop Desmond Tutu describes one 15-year-old he met: "It is not quite clear what the police did to Johnny. Perhaps it does not matter any longer. What is certain is that he went in a lively, healthy and normal youngster and he came out a walking human vegetable. The police did something to him."

And in general, "The children are very disoriented and confused when they come out," notes a member of the Detainees' Parents Support Committee.

But a child who isn't detained under emergency regulations or jailed on some definite charge isn't necessarily out of danger. Many die in the streets.

They die in many ways. An analysis of 77 of the 201 killings of South African children by the police (not counting the army) in 1985 found that 44 of the youngsters had been shot, 17 burned to death, three run over, two beaten to death, and one stabbed. Four drowned while fleeing. Six died of "unknown causes." Of these 77 victims, 19 were under 10 years old.

Within South Africa, protest against this war on children is limited by law. Restrictions set last April provide up to 10 years in jail for advocating release of detainees. Among the illegal forms of advocacy: sending telegrams, signing petitions, displaying bumper strips, and wearing T-shirts.

Nevertheless, Black Sash, a civil rights organization made up of white women, and the Detainees' Parents Support Committee regularly risk arrest and fines to keep pressure on the government.

In the United States, protest against South Africa's brutal treatment of its children is on the rise. Sen. Barbara Mikulski (D-Md.) and Reps. Cardiss Collins (D-Ill.) and William Gray (D-Pa.) have introduced congressional resolutions calling on the government of South Africa to release the children detained under the state of emergency regulations.

Pending the children's release, the resolutions call on the South African government to give out the detainees' names and addresses, allow parents to see their children, provide the children with food, clothing, and protection, and allow an international organization (such as the Red Cross) to make sure the children aren't being tortured, put in solitary confinement, or confined with adults.

For some youngsters—those already brutalized, or killed—help will come too late. But millions of other South African children—their country's future—are still "lively, healthy, and normal." Any step that helps save even one of them from terror, torture, brutalization, and death not only brings hope into their lives, but builds hope for a healthier future for South Africa.

—Jane Power

© 1986 Orde Eliason, Impact Visuals

This 11-year-old South African was detained for 57 days on charges of throwing stones at a car. In the end, he was acquitted.

What You Can Do

You can do something to help protect the Black children of South Africa. The Southern Africa Project of the Lawyers Committee for Civil Rights under Law has established a Legal Defense Fund for the Children of South Africa and seeks better conditions for detained or arrested children. You can mail a contribution to Southern Africa Project, 1400 Eye St., N.W., Washington, DC 20005. Make checks payable to S.A.P. Children's Fund. Or, for more details, phone 202/371-1212.

One way to voice your opinion to the South African government is to write a postcard saying "President Botha, I would like to join with thousands of other Americans to protest the detention of South African children." Send the postcard, including your name and address, to John De Mars, special assistant for International Relations, at NEA Headquarters. NEA will give the cards to the Lawyers' Committee, which will present them to the South African authorities at the time and place that will produce the greatest impact.

To help ensure passage of the congressional resolutions on detained children, urge your U.S. senator to support S.R. 176 and your representative to support H.R. 141. Contact their home offices, or write them at U.S. Senate, Washington, DC 20510 and U.S. House of Representatives, Washington, DC 20515. The phone number for Congress is 202/224-3121.

To find out more about the situation, read books like *Children on the Front Line* (UNICEF, 1987) or *The War Against Children: South Africa's Youngest Victims* (Lawyers Committee for Human Rights, 1986).

TECH TALK

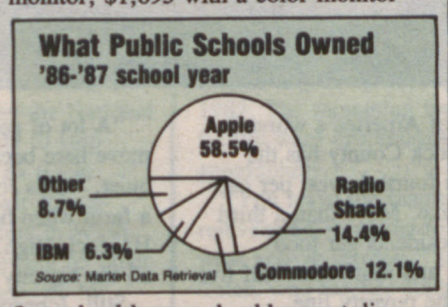
IBM, Tandy Trying Again

Apple Still Dominates School Computer Market

Look for new entries from IBM and Tandy in the personal computer market this fall. Both companies are battling to increase their sales to schools—a market long dominated by Apple hardware—through aggressive promotion of new products at the lower end of the price scale.

► Tandy's new $699 1000 HX features "power and run" programming that lets lessons appear on the screen as soon as students insert a disk and turn on the power, without their needing to type in any other commands. Tandy (with more than 7,000 Radio Shack outlets) is reputed to be doubling the size of its school sales staff and stepping up advertising geared to school buyers. Among other new products unveiled this summer: a $1,599 model 1400 LT—Tandy's first IBM-compatible laptop computer—and a $1,199 1000 TX, said to be six times faster than IBM's PC/XT.

► IBM's new Model 25, the fifth member of its Personal System/2 family, is 40 percent smaller and runs twice as fast as the original IBM PC. The Model 25 starts at $1,350 with a monochrome monitor, $1,695 with a color monitor (but school buyers should expect discounts of 35 to 50 percent).



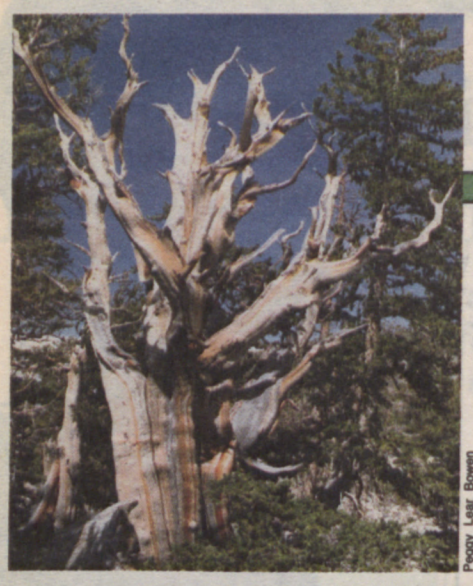
IBM has been gaining market share recently at the high school level, according to Market Data Retrieval, which tabulates and supplies data to companies that sell to schools. But competitor Apple has continued to gain market share at *all* school levels and still dominates the school computer picture, primarily because—unlike any of the other computer manufacturers—Apple has always made the nation's classrooms a prime market.

Thanks to astute marketing and the widespread availability of courseware that runs on Apple products, almost 60 percent of all computers in schools as of fall 1986 (the latest survey available) carried the Apple name.

Meanwhile "computer density" continues to improve, Market Data Retrieval reports, with the nationwide student-to-computer ratio falling to 36.5 students for every classroom computer as of fall 1986—down from 45.5 students per computer a year before.

—Ann Kurzius

People



Peggy Lear Bowen

Peggy Lear Bowen

Joe Di Dio

Although U.S. Senator Harry Reid (D-Nevada) was the driving force behind the new law making the Great Basin area of eastern Nevada America's 49th National Park, he had a lot of help from Reno Association member **Peggy Lear Bowen.**

Bowen's photos (*two examples appear above*) capture the natural beauty of these 76,000 acres of desert wilderness, including many bristlecone pines more than 4,000 years old—reputedly the world's oldest living things. It was "window size" enlargements of Bowen's photos that helped persuade Congress to preserve the area by declaring it Nevada's first national park.

For Bowen, photography is more than a hobby. She served as one of Reid's official photographers in his 1986 Senatorial campaign. When she's not snapping pictures or working as a Chapter 1 teacher at O'Brien Middle School, Bowen works with Community Runaway Youth Services in Reno.

"I love the outdoors," she says. "And to have actually played a small role in preserving this wonderful area is extremely gratifying." □

Carolyn Salisbury

Global education taught in a global way—that's the curriculum of the interdisciplinary school-within-a-school established by Association member **Jonathan Swift** of Livonia, Mich. Since 1978 the School of Global Education, housed in Stevenson High, has seen its enrollment rise from 75 to 200 students.

"My ninth through twelfth graders are a complete cross section of the student body," Swift says, "from remedial to gifted." Learning at the school is structured around group projects, and Swift reports that slow learners sometimes take leadership on projects, building their confidence and credibility in the process.

The projects deal with topics like human rights, international terrorism, refugees, global security, and the changing role of the family. The curriculum also includes travel—so far, to England, France, Switzerland, Italy, Spain, and China. Students have also produced series for local cable television.

In July, NEA recognized the unusual calibre of Swift's work by presenting him with its Applegate-Dorros Peace and International Understanding Award for furtherance of international understanding and world peace. □

Nan Winterstein

When *People* magazine asked readers to tell why their communities would deserve a visit from Soviet leader Mikhail Gorbachev if he came to this country, high school principal **Gary Dale Johnson** of Sneedville, Tenn., responded.

"You might not expect a nomination from Hancock County," says Association member Johnson, "because economically it's supposed to be one of America's worst."

Hancock County has the nation's fourth-lowest per capita income. More than a third of the residents get food stamps, and more than half live below the poverty line.

"But life here is simple," Johnson explains. "The people are friendly—and in Sneedville, the county seat [population about 1,000], you can get a T-Bone steak for $5.

"A lot of people retire and move here because they like the quiet," adds Johnson, who runs a farm when he isn't running Hancock High. "We don't have all the big-city problems."

Still, Johnson admits to an ulterior motive for his invitation to General Secretary Gorbachev: "As a former world history teacher, I thought having him here would be a great opportunity for my students." □

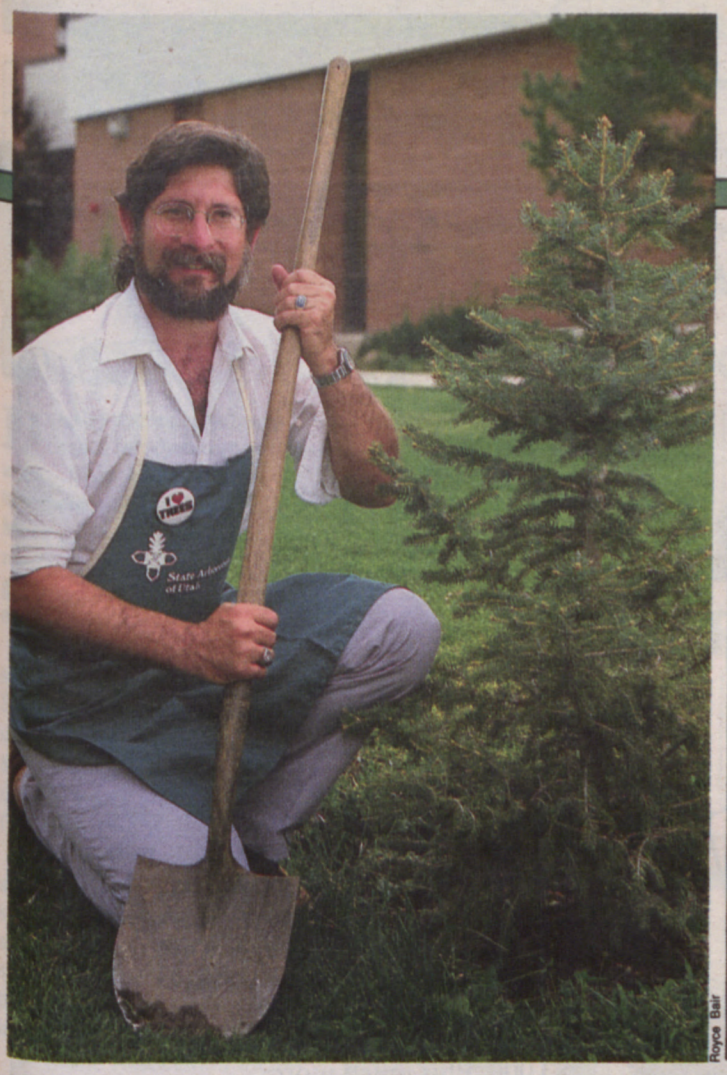
It's a baseball fan's fondest dream: visiting every major league park, schmoozing with managers, players, and sportswriters.

For **Clayton Curtiss**, president of Connecticut's Trumbull Education Association, the dream has become reality. Over the past six summers, he's made pilgrimages to 15 major league parks, from Boston's Fenway Park to Los Angeles' Dodger Stadium, and penned his impressions of them for the *New Haven Register.*

During the school year, Curtiss combines teaching English at Trumbull High with an eight-hour-a-week copy editing job at the newspaper. His press credentials give him free access to ballparks everywhere—and to chats with managers like the Milwaukee Brewers' Tom Trebelhorn (*photo*), who told Curtiss he's a substitute teacher in Oregon during the off season.

"You discover incredible variety in ballparks," Curtiss says. "Three Rivers Stadium in Pittsburgh has sophisticated electronics but a kind of sterile feeling. On the other hand, Wrigley Field in Chicago is brimming with character, partly because of its hand-regulated scoreboard and its lack of electronics. You can sit high over third base and watch the sailboats drifting along on Lake Michigan. When the crowd stands up to sing 'Take Me Out to the Ballgame,' it's just about perfect."

Curtiss's wife Mary, a colleague in the Trumbull High English department, describes herself as a "baseball fan by marriage." Her own quest: to see every Shakespearean play performed on stage. □



Royce Blair

Like a lot of U.S. cities, Salt Lake City, Utah, loses more trees than it gains each year. But Salt Lake City has **Lloyd Siegendorf,** a math and science teacher with a master's in forestry, who's involved his local Association and the schools in replenishing the city's trees.

This year Siegendorf got the Salt Lake Teachers Association and other local groups to celebrate Arbor Day (April 24) by sponsoring plantings of young trees in schoolyards throughout the district. (At left, Siegendorf stands next to Bennion Elementary School's new blue spruce.)

"This area is so dry that few trees grew here naturally," he explains. "The pioneers brought most of our tree species overland by wagon. The least we can do is replace the ones struck down by disease, bad pruning, and downtown construction." □

Jerry Holt

"I am a teacher, and that's an identity I don't want to lose," says **Sandra McCalla** of Shreveport—but last spring she became Louisiana's first High School Principal of the Year.

"I have 'schoolteacher' inscribed on my birth certificate," adds McCalla, whose mother and two aunts also taught in Caddo Parish.

The former math teacher faced challenging competition for her new award. She modestly insists, "When you have a lot of faculty good enough to qualify for 'Teacher of the Year'—and Captain Shreve High School certainly does—then it's easy to be Principal of the Year."

McCalla joined the Association when she entered the classroom in 1960, and she's an active member today. "Our local association, the Caddo Association of Educators, includes both teachers and administrators," McCalla notes. "Association membership is valuable to me—it protects my rights and helps me make professional contacts." □

"Most textbooks designed to teach American students to speak German completely ignore East Germany," says **Rosemarie Maurer.** "It's a pity—there are 17 million German speakers in the German Democratic Republic. Our students should learn about them just as they learn about the German speakers in West Germany, Austria, and Switzerland."

Maurer, a German teacher at South Salem (Oregon) High School and a native of West Germany, has set out to fill what she sees as the East German information gap.

With a Rockefeller Foundation fellowship, Maurer and her husband spent the summer of 1986 in East Germany, talking to—and photographing—citizens from all walks of life. Using the material she gathered, Maurer developed a curriculum unit and slideshow on East Germans. She spent this past summer refining her materials so they can be used by other German teachers in Oregon.

"We discovered that many stereotypes of East Germany—that it's a very closed society, that the people are frightened—just aren't true," says Maurer. "We found people hungry for contact with the West—very curious, generous, and knowledgeable.

"Young people as well as adults asked sophisticated questions about U.S. society and politics," she recalls. "Both my husband and I were pleasantly surprised. There's so much we can learn from people who live in societies that are very different from ours." □

Jill Cannefax

Joe Di Dio

Milbrey Zelley, Robert Lee Cates, Marianne Kenney, and **Steve Slakey** (*photo, left to right*) are worried. They—along with a growing number of geographers and educators—think we may be in danger of creating a generation of geographic illiterates.

The four NEA members are part of an effort by the National Geographic Society to stop such illiteracy in its tracks. They spent this past July at Society headquarters in Washington, D.C., showing 65 other K-12 teachers strategies for making geography an integral—and exciting—part of the social studies curriculum.

Alarmed that geography has practically disappeared from the nation's classrooms, the Society started its Summer Geography Institute in 1986 to encourage more and better geography teaching.

Slakey, a geography teacher at La Puente (Calif.) High School, was on the Institute faculty both summers. Cates, Kenney, and Zelley all attended the 1986 institute and were invited to join the faculty in 1987. The remaining four 1987 faculty were professional geographers.

"You leave the Institute rejuvenated—wanting to share what you've learned," says Cates, who teaches sixth grade at Lincoln Heights Middle School in Hamlin County, Tenn. "Last year I did workshops for teachers in my own district and throughout Tennessee at Association meetings."

Kenney teaches world cultures and sociology at Overland High School outside Denver, Colo. "The Institute lets classroom teachers study with academic geographers *and* work with other teachers on educational strategies," she says.

All four emphasize that today's geography is far more than the memorization of place names. "We're talking about geography that forces students to think," says Slakey. "It relates geography to history, to culture, to all human activity."

"It's geography that asks *why*," adds Zelley, a social studies teacher at Metuchen (N.J.) High School whose primary field is history. "Why are things located where they are, why do things happen where they do?" □

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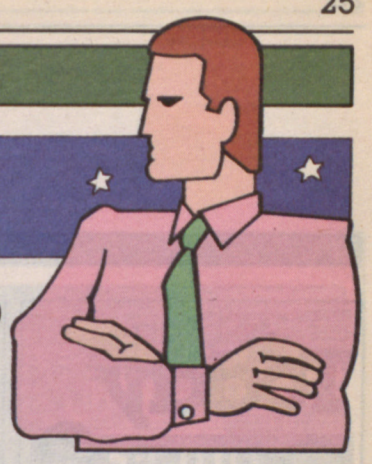


Do You Work a Second Job? If Not, *Should* You?

Despite recent improvements in education salaries, many Association members still hold second jobs. More and more, however, the reason for taking extra jobs goes beyond helping to make ends meet.

► School employees in 12 states aren't covered by Social Security. Often they moonlight until they've earned enough Social Security credits in their second job to qualify for benefits when they retire.

► In a world where fewer and fewer people stick to the same career all their lives, a second job can be a kind of safety net. The skills picked up there may come in handy later, in unexpected ways.

► Some Association members actually moonlight for enjoyment. A second job can allow them to do something they like to do that doesn't pay enough to live on. For instance, a math teacher who loves animals will work weekends on a horse farm. Or a long-time teacher may come to need the different kind of stimulation offered by a second job.

"With teaching, you observe very gradual changes in students," notes Clayton Curtiss, a Connecticut high school English teacher who also edits copy for the *New Haven Register* (*see story on page 22*). "But in the news business, you see the results of your work in tomorrow's paper."

If you don't now have a second job but are thinking of getting one, ask yourself the following questions:

► Does it make sense financially? (Consider the additional income taxes and commuting or other expenses.)

► Which do I most want—money, experience, or enjoyment? Part-time jobs rarely offer all three.

► Do I want a change of pace or more of the same? If you teach music all day, could you take tutoring music at night?

► Could I start a business instead? If you have a hobby or skill you can turn into your own sideline business, you'll gain tax advantages not offered by a second salaried job. □

Tax Tips for Moonlighters

If you hold two jobs, some of your transportation costs may be tax deductible. Mileage between your first and second job is a legitimate employee business expense, but only for the most direct route. If you go home first and then go to your second job, you may still deduct only for the distance between your first and second job site. If your second job is a part-time job on weekends or during summer vacation, travel is not deductible. □

COLLECTING ... for Fun & Profit

Nobody knows what it is about human nature that makes people collect things. Archeological finds of seashells and gems removed thousands of miles from their source show that even our most distant ancestors scavenged and kept rare and attractive objects.

Today, however, some people become collectors for an easily understandable reason: to make money. Certain collectibles have achieved spectacular gains in value that have outpaced gains from most other types of investment.

A collectible is any item whose rarity, uniqueness, or artistic quality makes it desirable. It can be anything from a rare coin to an original photograph by Ansel Adams to a piece of Elvis Presley memorabilia. (An Elvis doll that cost $3.98 in 1957 is worth $1,500 to $1,800 today.)

Although the really dramatic stories involve everyday objects that suddenly become trendy and therefore valuable, most investment-quality collections are built around the more popular hobbies. Stamps, coins, works of fine art, and antiques have some of the biggest followings, which means the biggest markets when you want to sell. Especially in periods of inflation, these "blue chip" collectibles have consistently outperformed the stock market.

But before you run out and buy up all the rare coins or antique lamps you can lay your hands on, remember that collectibles should be thought of as a hobby with investment possibilities, not the other way around. Despite the possible gains in value, collectibles have several drawbacks as serious moneymakers:

► A painting or rare stamp or other object brings in no income while you own it.

► Any such object will be expensive to insure and hard to sell.

► If you buy through a dealer (and a reputable dealer is a necessity unless you're an expert), you're going to pay a dealer's markup that could amount to 100 percent or more. This means you'll have to wait for your investment to double in value before you can break even.

► All collectibles don't automatically go up in value each year. There are fads in collecting just as in anything else, and what's hot today may suddenly be worthless tomorrow. For example, some of the most popular artists of the late 19th century painted sentimental schmaltz that's scorned by today's art critics. Their paintings are actually worth *less* now than they were 100 years ago.

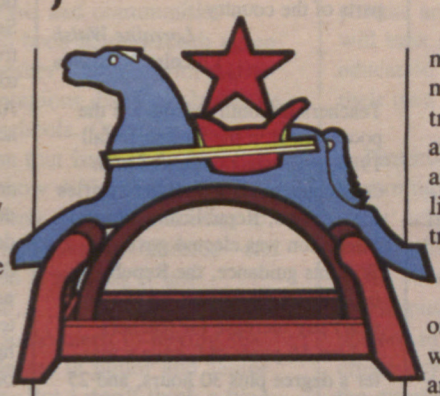
To do well in collecting, you need to put in a lot of time and energy learning about your area of interest. Go to museums, talk to other collectors, read books and magazines, and do anything else you can to become an expert before you invest.

In general, collect the best items you can afford. Isn't it better to have a few excellent specimens than a room full of mediocrity?

It's best to specialize. Not only is it easier to get knowledgeable about a particular area, but a collection of related items becomes more valuable than a hodgepodge.

No matter what you collect, it's important to have your finds appraised by an expert and then adequately insured. Appraisals can be costly, but if anything happens to your collection, imagine the difficulty of convincing the insurance adjustor that a pile of comic books was indeed worth $15,000!

It's also vital to know how to store and maintain your collection. Many collectibles are fragile and will deteriorate if not handled properly. Every dealer has a horror story about someone who shined rare coins with metal polish, or stripped an antique of its original finish. If your valuables are ruined through neglect rather than in a sudden disaster, your insurance company and the IRS will probably not consider your loss a loss.



Strangely enough, the real key to making money collecting might just be not to care about making money. Investors who try to second-guess the market and buy items that they think are going up in value are most likely to buy at the peak of a trend that will soon turn downward. Collectors who buy what they find beautiful or remarkable—no matter what the investment potential—are usually the real winners, because they can enjoy their purchase whatever happens to its "value." □

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As an Association member, you're eligible for many money-saving programs through NEA Special Services. To learn how you can get discounts on everything from insurance to travel to magazines, check your new 1987-88 issue of ECO, the Special Services catalog. If you didn't receive a copy in the mail, you can get one free from the NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850. Or call toll-free 800/637-4636 weekdays between 8 a.m. and 7:30 p.m. ET. □

Letters

Motivating Students

How nice it is to have such an upbeat article to start off the school year ("What Motivates Today's Students," September). Teachers hear so many war stories that we tend to forget our success stories. Thanks for the reminder of why we are educators.

Fortunately, I've had a few students who came back to say, "You made a difference. You showed you cared." How encouraging! But often the good comments never get back to the ones who deserve them.

Couldn't we each set a goal for ourselves this year: when we hear something encouraging about a fellow teacher, pass it on? Only remember to take a moment to write it down. The opportunity to keep the note and read it over again may help someone through a time of doubt or unhappiness.

Betty Sue Edde
Kansas City, Missouri

Civil Smoke

I'll side with Blossom Lippman, the polite cigarette smoker in the September "Debate." I am also a smoker, perceptive and considerate of others, I hope.

I seldom smoke at school. But I would like to think that if or when I did, my privacy and civil liberties would not be violated.

There is a fallacy in Vera Hylsky's argument that it's not enough to separate smokers from nonsmokers within the same airspace. The key word is "airspace." Smokers should have their own airspace, and when they do, they aren't close enough to be "poisoning anyone with secondary smoke."

Marilyn Linck
Grandview, Missouri

Up with Salaries

The article on compensation ("Better Salaries: On Schedule in Your District?" September), invites reader response. As president of the Lincoln Education Association, I can say, yes, we're on schedule in Lincoln.

Last year we negotiated a three-year contract that provides average increases of $2,000 a year. We were able to do so by compacting our salary schedule so that career salaries weren't jeopardized to raise the base.

We still have a way to go to achieve professional career salary levels in the $45,000-$50,000 range, yet we're encouraged by the success of our colleagues in other parts of the country.

Lorraine Walsh
Lincoln, Nebraska

Teachers in South Dakota are the poorest paid in the nation. In fall 1986, in an election where both candidates promised higher salaries for teachers, Republican George Mickelson was elected governor. With his guidance, the Republican legislature voted a $56 (per year) pay increase for teachers.

I am 55 years old, have a master's degree plus 30 hours, and 25 years of teaching experience. I make $16,000 per year. Our school board has proposed no increase for this year.

Isn't there something that the national organization can do? Could NEA members boycott South Dakota products? Could we encourage our colleagues not to vacation in South Dakota? Could we have a national publicity campaign to embarrass the political midgets who run this state? Or maybe a recruiting effort to find South Dakota teachers jobs in other states?

Lowell D. Stanley
Wessington Springs, South Dakota

AIDS and Schools

I was happy to see the insert on AIDS in the September *NEA Today*. As custodians, my co-workers and I are called on to clean up all kinds of unsanitary conditions in schools—including those brought on by students who have contagious diseases. I think it is very important for all educators to know as much as possible about AIDS to help prevent the spread of the disease.

Thank you, *NEA Today*, for bringing out the facts.

Darrell Long
Springfield, Missouri

No on Bork

Your article on the Bork nomination ("You and the Law," September) may arouse controversy, but I believe the delegates to the NEA Representative Assembly were correct in their action opposing the nomination.

The ideologies of those who are selected to the Supreme Court do impact on all of us. If the decision in the *Lafleur* case (where the Court said school boards did not have the right to force pregnant teachers to resign their positions) had gone the opposite way, many of our current members would not be working or would have lost significantly in career earnings and the benefits of seniority.

As citizens, we must exercise our right to express our views on decisions that affect us. NEA and all of us in education have much to lose if we do not speak out—if the Supreme Court over the next 20 years reverses the gains of the last 20 in public employee rights.

Marilyn Cross
Vice-President, Ohio EA
Columbus, Ohio

Cultural Literacy

It seems to me that misconception or a failure to read carefully lead to the criticism of E. D. Hirsch's *Cultural Literacy: What Every American Should Know* ("Book Beat," September) as trivial or reactionary. Hirsch doesn't say what culture should or will be: he merely describes what our commonly held culture is—what a person must know to participate in contemporary American culture. He acknowledges that some of the elements of literacy are transient and that the body of information is evolving.

What a critic such as Rosemarie Park ignores is that when there's already a context of knowledge, it's easier to learn more and to begin to make sense of what one already knows. In order for behavior or thought to be influenced, people cannot just "get" information. They must take it in in some way—we call this "knowing." Without this knowing, people will never be able to join in and add to the culture in which they hope to succeed.

Nancy Johnson
Seattle, Washington

'The Blob'

Education Secretary William Bennett has just completed a speaking tour in Idaho. As he addressed a national convention of state legislators, he spoke about "the blob" that inflates education budgets and should be cut from school district payrolls.

Secretary Bennett's "blob" includes bus drivers, maintenance workers, cooks, secretaries, and aides. He believes that schools should be staffed by only a principal and some good teachers.

Members of the Idaho Education Association have recently demonstrated our support for educational support personnel by involving ESP in all levels of our governance structure. IEA joins NEA in informing Secretary Bennett that ESP are vital to the efficient functioning of our schools, and that teachers support and appreciate the nonteaching personnel on school staffs.

Peggy Park
President, Idaho EA
Idaho Falls, Idaho

Call for Papers

Those of us who participated in last summer's Aeneid Institute—sponsored by the National Endowment for the Humanities and held at Miami University, Oxford, Ohio—have formed a new organization called Elementary Teachers of Classics (ETC).

We're issuing a call for papers about classics in the elementary grades to be presented at the American Classical League's workshop June 25-28, 1988, in Knoxville, Tennessee.

For details on submitting papers for review (we must have them by January 15, 1988) or joining ETC (dues are $25), please write me.

Bernice Jefferis
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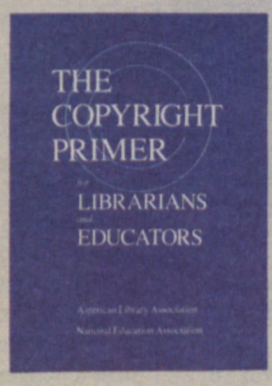

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Debate

Should sex education be taught in every school?

Lonnie Bertsch

YES

Nancy Sand is a media specialist at Hughes Junior High in Bismarck, North Dakota. An educator for 15 years, Sand is past president of the Bismarck Education Association.

Surveys tell us that over 85 percent of U.S. adults believe that sex education should be taught in our schools. In my school district in North Dakota, a question was raised recently about the sex education resources used in a junior high school health education class—but there was no question about whether a sex education unit should be taught.

I agree that sex education courses belong in the schools. True, the rights and duties of parents include serving as good role models for their children and teaching them values and responsibilities. No sex education course should undermine those parental tasks. A well-planned sex education course—one that is based on community values and involves parents—is designed to support and supplement parents' work.

But no matter how much we talk about the importance of sex education in the home, statistics show that many of our students simply aren't receiving this education from their parents. These are the kids who learn the "facts" from street talk, from television, or from the movies. Who is better prepared to correct misconceptions—and fill any void that's left at home—than educators?

At the same time, the extent—and the content—of sex education courses must be determined locally on the basis of the community's standards and values. Sex education is an emotional issue—but that only means parents must be involved and informed from the beginning. Planning that includes parents and schools is the key to acceptance of any sex education program.

In sex education, as in any other subject, critical thinking is a necessary part of the curriculum. In all classes, teachers provide their students with the information necessary to make informed decisions.

Sex education is no different, even though in this class the decisions have moral content. I really can't imagine any teacher telling a 13-year-old that it's okay to have sex. I can imagine a teacher telling that student that sex at an early age is harmful—and including instruction on intercourse, teenage pregnancy, and sexually transmitted diseases. I can imagine a teacher talking about "what happens if . . ."

Although not everyone agrees, I believe that AIDS (acquired immune deficiency syndrome) education belongs in a sex education class. Scientists are predicting that recorded AIDS cases will jump from the present 25,000 to 270,000 within five years.

To help stop the spread of the AIDS virus, Surgeon General C. Everett Koop says children need to be educated about the disease so they will know how to protect themselves. The federal Centers for Disease Control urge all schools to teach about AIDS.

The key questions are how explicit the information taught should be and at what grade levels it should be taught. In AIDS education, as in sex education, the content of the curriculum should depend on community standards, needs, and resources (although I don't know how a teacher can discuss AIDS without some discussion of homosexuality). As for timing, most experts say that the secondary level is appropriate for AIDS education.

One of the goals of education is to prepare students to become positive contributors to society. To achieve this goal, students must know what constitutes a positive contribution.

Sex education deals with positive contributions through self-concept and feelings of self-esteem. By examining such topics as sexism, love, marriage, relationships, and families—all interrelated and all with a place in sex education—students gain a real understanding of both the positive and negative effects of sex.

Finally, the ultimate decision regarding sexual behavior rests with the individual. It is the responsibility of our society—and our schools—to educate our young people so that their decisions are based on knowledge and a solid understanding of their personal values.

David Humphreys

NO

Teresa Foreman teaches math at Ransom Elementary School in Monroe, Louisiana. Foreman is a member of the Ouachita Association of Educators.

Sex education is important—especially today, with the increasing number of teenage pregnancies and the growing AIDS threat. But before we rush to include sex education in the curriculum, we need to take a good look at the reality of our situation.

We—schools and communities—haven't even been able to reach agreement on whether students with AIDS or other contagious diseases should be allowed in schools. Our lack of consensus on that issue is an excellent example of how difficult it is for schools, parents, and communities to deal with any controversial issue—and sex education is nothing if not controversial.

There is some merit to having sex education classes in junior and senior high schools. But I don't think a blanket statement—that every school should teach sex education—is the answer. Each school in each school district should settle the matter in the way that best addresses the needs and standards of the community it serves.

If a sex education program is to benefit students—which should be the goal of any school program—lines must be drawn to determine who should teach what. And the basic question remains: Is sex education the responsibility of parents or public school educators?

If the answer is public school educators, I feel very uncomfortable about what could happen to those who teach sex education. True, what teachers impart to students will be facts—but that doesn't make the teachers any less vulnerable to accusations. If sex education goes beyond simple description of physical processes, one group or another will challenge many of the facts involved, whether they're psychological, sociological, historical, or economic.

Also, using facts invariably means selecting facts (what's most important for students to know?)—and in a controversial subject, that's another point where objections can arise.

Finally, because sexual activity presents many moral issues, students will be looking at the facts and interpretations in their sex education class for hints about what they should do in a given situation. They'll very properly expect the course to help them form their own values and make their own decisions. But this means that their parents and others in the community will look at the content of the sex education course from the viewpoint of their own moral convictions.

Parents and communities are becoming increasingly involved in students' education. This is a positive trend, which NEA members welcome—but it can place teachers in a precarious position. What a teacher teaches in a math class probably won't create any problems. But just look at the numbers of censorship cases in the past few years involving subjects like history and science.

When the subject is sex education, the teacher is almost certain to face two big questions: If some parents don't agree with what's taught, or the way it's presented, will there be attacks on the teacher and the schools? And, under attack, will the school district support its educators?

There's just no way that the average community can reach a consensus on the role of the school in sex education, the materials to use, and the way to present the subject.

Another matter that concerns me is teacher training. Suppose a district decides that teachers in specific subject areas will be responsible for teaching sex education courses. Will teachers get the training they need? Will districts make allowances for those persons who would prefer not to take on that task?

Perhaps the solution is for selected educators—volunteers—from each school district to work with parents. The educators should emphasize—and try to convince parents of—the real need for sex education. The districts could offer materials to parents and let them take the responsibility that ultimately should be theirs. □

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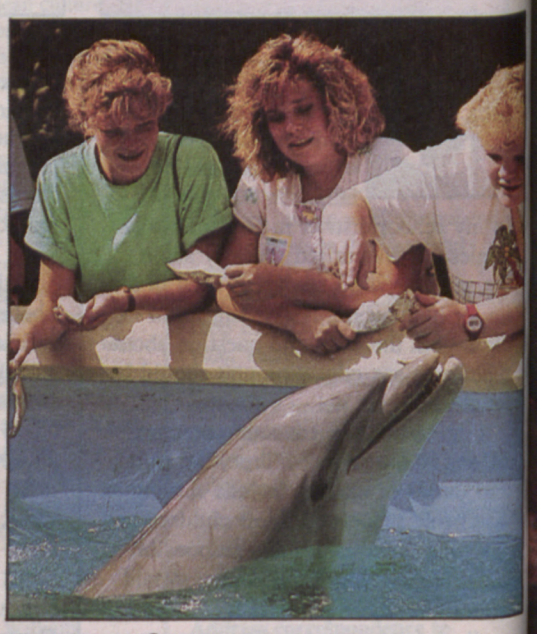

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